

MONOGRAPH

Pedagogical experiences of pre-service teachers facing in-person EFL classes.

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Bogotá, October 15th, 2024

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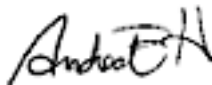
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Dedication

"Words are, in my not-so-humble opinion, our most inexhaustible source of magic.

Capable of both inflicting injury and remedying it."

—Albus Dumbledore; Harry Potter by J.K Rowling

Dedicated to all who gave the researchers light and magic with their support words even in their darkest moments.

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Abstract

This monograph is a qualitative Case Study that aims to explore the pedagogical experiences of pre-service teachers when faced with face-to-face teaching of English as a foreign language. It also aims to demonstrate the effectiveness of pedagogical tools such as Communicative Language Teaching and Total Physical Response in solving frequent classroom problems. The data collection was conducted through semi-structured qualitative interviews, a perception questionnaire and observations where its results focused on the problems when applying the theory in real aspects of the profession, assessing what was learned in the degree helped the pre-service teachers to develop as competent educators in real classroom aspects.

Additionally, this study was conducted to identify and propose strategies based on the experiences of 10 pre-service teachers, whose opinions were analyzed using coding techniques to identify patterns and emerging themes. Moreover, the results will help shed light on what difficulties pre-service teachers face in practice, describing and analyzing them in order to contribute with tips and strategies oriented to students in the first semesters of the career, underlining that Communicative Language Teaching and Total Physical Response are essential for the resolution of difficulties in the classroom.

In conclusion, the educational training and strategies of Communicative Language Teaching and Total Physical Response will be useful for beginning teachers if they are applied when facing significant challenges, considering the practical and realistic contexts where pre-service teachers face significant challenges when applying the theory in their classrooms.

Key words: apprenticeship, classroom techniques, English, skills development, teaching, pre-service teachers.

Resumen

La presente monografía es un estudio de caso cualitativo cuyo objetivo es explorar las experiencias pedagógicas de los profesores en formación cuando se enfrentan a la enseñanza presencial del inglés como lengua extranjera. También, se pretende demostrar la eficacia de herramientas pedagógicas como Communicative Language Teaching y Total Physical Response para resolver problemas frecuentes en el aula. La recolección de datos se realizó a través de entrevistas cualitativas semiestructuradas, un cuestionario de percepción y observaciones donde sus resultados se centraron en los problemas a la hora de aplicar la teoría en aspectos reales de la profesión, valorando si lo aprendido en la licenciatura ayudaba a los profesores en formación a desarrollarse como educadores.

Adicionalmente, este estudio se llevó a cabo para identificar y proponer estrategias basadas en las experiencias de 10 profesores en formación, cuyas opiniones se analizaron mediante técnicas de codificación para identificar patrones y temas emergentes. Por otra parte, los resultados ayudarán a dar luz sobre cuáles son las dificultades a las que se enfrentan los profesores en formación en práctica, describiéndolas y analizándolas para contribuir con tips y estrategias orientadas a los estudiantes de primeros semestres de la carrera, subrayando que Communicative Language Teaching y Total Physical Response son esenciales para la resolución de dificultades en el aula de clase.

En conclusión, la formación educativa y las estrategias como Communicative Language Teaching y Total Physical Response serán útiles para los profesores principiantes si se aplican al enfrentarse a retos significativos, teniendo en cuenta los contextos prácticos y

realistas donde los profesores en formación se enfrentan a retos significativos a la hora de aplicar la teoría en sus clases.

Palabras clave: aprendizaje, desarrollo de competencias inglés, enseñanza, técnicas en el aula, docentes en formación.

Introduction

The field of English as a Foreign Language is continuously developing, with new approaches frequently emerging. Sharing experiences, both positive and negative, is crucial for the betterment of the EFL educational community, having in mind that, every year the different EFL institutions have a great number of just graduated students which are going to become new teachers.

However, during this process of training and transition between being an undergraduate student and a teacher fully in charge of the classroom, different difficulties and challenges may arise, which must be faced within the first years of the pre-service teachers' professional development. That is when the theoretical knowledge that trainees have acquired throughout their training process in educational institutions is the cornerstone in their construction as EFL teachers and in their future performance in the profession, since in practice they must use their theoretical knowledge in the real world, to propose solutions to problems in the classroom.

According to König et al. (2020), the pedagogical research in several studies highlights the importance of teachers', focusing on teaching strategies, effectiveness, discipline, and control. Pre-service teachers can overcome challenges related to technology use, student engagement, and lack of nonverbal cues in teaching. They can also develop effective classroom management skills, lesson planning strategies, and assessment techniques in face-to-face teaching.

These difficulties then, can be solved or appeased using most of the approaches and methods that pre-service teachers have learned during their process as undergraduate students. These theoretical resources must then be applied to the different teaching environments, analysing the contexts in which they are going to work, which is going to be a

process where the new teachers must personalize, adapt and reform the materials according to the previous knowledge acquired in their short career as undergraduate English teachers.

Hence, this project aims to uncover and present the pedagogical experiences of ninth and tenth semester pre-service teachers from the bachelor's degree in foreign Languages during their Intensive I and II teaching practicum in 2022-2024. All of this, by applying strategies such as Total Physical Response (TPR) and Communicative Language Teaching (CLT) to improve their professional profile and teaching performance, which must be aligned with what is stipulated by the program.

Firstly, regarding to UNIMINUTO (2018b) the profile of the graduate- of this program, must be in coherence with the purposes of the Facultad de Educación, which trains competent professionals with a high sense of social responsibility according to the institution philosophy, current regulations established by MEN, and the demands of the current society. Likewise, according to UNIMINUTO (2018b) the program aims to train students with communicative skills in English C1 level and B2 level in a third (Portuguese/French) in terms of proficiency in foreign languages.

Secondly, in concordance with UNIMINUTO (2018b) students are expected to handle linguistic concepts in their daily practice, using didactic and technological resources, to engage with ethical, social, environmental, and ecological dimensions in building supportive and democratic communities. All the above is aligned with the standards of the graduate of the bachelor's degree in foreign languages, where the graduates of this program will be equipped to achieve a high level of proficiency in foreign languages, enabling them to communicate effectively in all language skills areas, where they will be able to employ effective teaching strategies to enhance their students' learning process and carry out innovative research projects in the field of language teaching.

In the context of this project, the researchers have observed through a perception test that at UNIMINUTO several pre-service teachers face difficulties during their ELT practicum internships, especially in the Intensive Practicum I and II subjects, where students must attend schools and educational institutions, both public and private, managing diverse groups that include children, teenagers and young adults.

It is then, during the period between the seventh and eighth semesters that these issues emerge in the professional development of junior teachers in the real classroom, representing a difficult moment for them due to their lack of experience in the teaching field. Situations that must be handled through the theory acquired in the theoretical and practical subjects that are part of the curriculum of the bachelor's degree in foreign languages with emphasis in English at UNIMINUTO.

Firstly, a study called factors contributing to university dropout by Lorenzo et al. (2023) points out that academic pressure, workload, and lack of emotional support are important factors in the decision to drop out of university. According to a recent analysis, up to 51% of university students drop out due to the physical and mental exhaustion that comes from meeting the high demands of academic programmes. In addition, 45% of these dropouts experience stress and frustration due to difficulties in the content of their studies, which increases their desire to leave university. These factors suggest that improving student support and adaptation could reduce dropout rates.

In a similar context, a study carried out by the Spanish Ministry of Universities, according to Fernández (2022) indicates that almost 30% of students drop out during the first year of studies, often due to a mismatch between their expectations and the reality of university, as well as the impact of the academic load.

The above is pleasantly related to the present research since the problems in practice, according to the perception survey conducted with the pre-service teachers, revealed that

many of them felt demotivated or felt like dropping out because of the emotional factors related to the problems in practice, which makes this situation of imperative importance and the focus of research.

Also, through this Case Study of 10 pre-service teachers, the aim is to evaluate the effectiveness of the teaching strategies used by the pre-service teachers during their training, identifying obstacles and proposing solutions to improve the transition from theory to practice in the classroom using two different specific foreign language teaching tools, Total Physical Response (TPR) and Communicative Language Teaching (CLT), which have been the focus of several research studies that are helpful in solving specific problems in the classroom.

Puji (2005) describes TPR as a teaching method that gets students involved with their classroom activities by putting into practice concepts that have been previously heard. Likewise, by using this approach that focuses on movement and physical response, students do not feel pressured, and oral production is something that is produced exponentially and not mandatorily, because of the progressive exposure to the target language, situation that contributes to the easy learning in the classroom.

In the case of this research, this teaching method will be of great help because of its recognized way to teach vocabulary and control/improve the group management for pre-service teachers, who can implement it through active pauses, while encouraging the learning without pressure and stress, focusing on words that can be useful in the learner's day-to-day life.

Similarly, Dizayee and Karim (2023) in their article on CLT mention that there are different ways to teach a second language such as English, which are useful and supported by feasible results. CLT is one of the most effective methods that allows students to increase their proficiency in the language with a similar domain regarding the level of proficiency that

a native speaker has; being a key piece in obtaining linguistic ability to study abroad having a good career and great competitiveness in today's job market.

Thus, considering this research, CLT approach was used to improve classroom performance in oral production skills and adapt them to students' learning styles. Likewise, by this teaching resource, it was sought that pre-service teachers can create evaluative, formative, and summative patterns that allow them to measure the proficiency of students pleasantly and fruitfully.

As a result of the above mentioned and according to some of the research related to problems identified in the classroom, these two methods of teaching English (TPR and CLT) were chosen as the main theoretical input oriented towards the resolution of problems during the practice of the pre-service teachers, highlighting as main axes or problem areas: group management, lack of communication in the EFL classroom, difficulty in adapting materials to the learning styles and difficulty in maintaining the interest of students, and so on.

For the reasons set out above, it is imperative in the eyes of the researchers and the pre-service teachers interviewed to offer different solutions using the tools mentioned and based on the experiences advanced students had, in order to help pre-service teachers who are in their first semesters to prepare for what lies ahead in their future work as teachers, thus contributing to the students to feel more connected with their career and vocation, seeking to promote their identity both as practitioner teachers and students.

Chapter 1: Analyzing the problem

1.1 Statement of the problem

In the educational field of learning a second language such as English, pre-service educators often confront and face challenges, where integration of different pedagogical approaches and methods such as Communicative Language Teaching (CLT) and Total Physical Response (TPR) are evident in virtual and most commonly face-to-face environments. This project aims to investigate the combination of these pedagogical tools to understand their influence and effectiveness on English teaching practices based on the experiences of beginner educators pursuing a degree in foreign languages when solving problems in the practicum field.

Recent studies underscore the importance of combining the methodologies, for instance in her article published in (2021), Xie recounts the experience of Lei, a teacher from China. Lei asserts that TPR has been demonstrated to foster a positive learning environment for younger learners. Furthermore, it can foster people's interest in learning English. Given that TPR places an emphasis on learners' communicative competence, creating a solid foundation in the oral aspect which is essential. Consequently, it can be viewed as a supplementary method that breaks the rigid and traditional education.

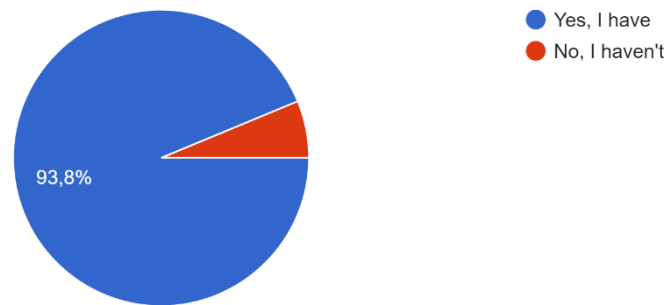
Based on the main purpose of this research project, a survey was conducted of 32 pre-service teachers in their final semesters of the bachelor's degree in foreign Languages (LLEI) at UNIMINUTO. The results demonstrate that at least 93.8% have encountered challenges during their teaching practice. Figure 1 illustrates these findings.

Figure 1

Pre-service teachers who have presented problems in their teaching practicum during their career.

Have you ever had any type of difficulty when teaching in your educational practice?

32 respuestas



Source: Own elaboration based on a survey – perception survey conducted to preservice teachers from the bachelor's degree in foreign languages program at UNIMINUTO regarding their teaching practicum.

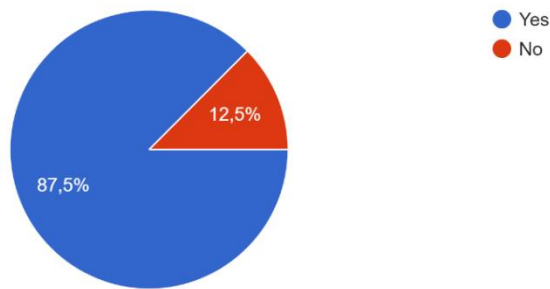
Similarly, most students indicated that upon initial engagement with the field of practicum, they perceived a lack of preparedness, citing the predominant focus of theoretical classes on content and theory as a contributing factor. The difficulties encountered in the classroom and the mistakes made during the initial stages of their practicum are the primary causes of pre-service teachers' feelings of insecurity and lack of motivation, as it is illustrated in Figure 2.

Figure 2

Pre-service teachers who have felt unmotivated because of their difficulties in their practicum process.

Have difficulties in the classroom ever led you to feel unmotivated?

32 respuestas



Source: Own elaboration based on a survey – perception survey conducted to pre-service teachers from the bachelor’s degree in foreign languages program at UNIMINUTO regarding their teaching practicum.

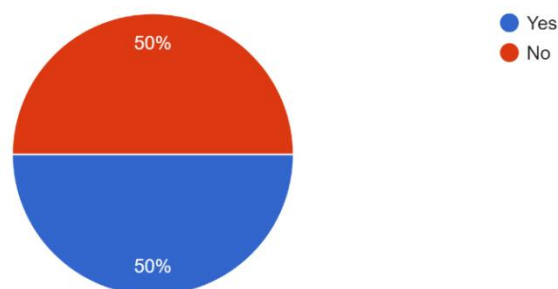
It is noteworthy that 50% of pre-service teachers surveyed indicated that these types of problems in the classroom have been a primary factor influencing their decision to delay or reformulate their permanence in the degree program. In general, these difficulties in their practice process have led them to perceive desertion as a viable option, as evidenced by

Figure 3

Pre-service teachers who have thought of dropping out because of their difficulties in their practicum.

Have difficulties in the classroom ever led you to think about dropping out?

32 respuestas



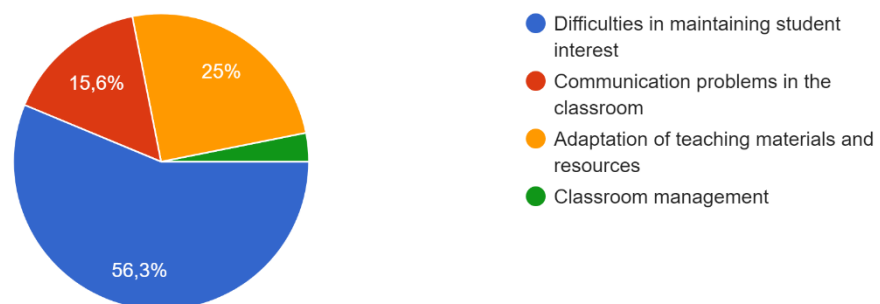
Source: Own elaboration based on a survey – perception survey conducted to preservice teachers from the bachelor’s degree in foreign languages program at UNIMINUTO regarding their teaching practicum.

Considering the potential impact of practical challenges on students and pre-service teachers, it is crucial to examine how pre-service teachers have addressed these issues with diverse pedagogical approaches and methods including a combination of didactic and innovative strategies, with the objective of enhancing the efficacy of their teaching methodologies. This endeavor aims to contribute insights that can benefit English language learners and educators at the initial stage of their bachelor's degree program. Figure 4 can exemplify the pre-service teachers’ main preoccupations.

Figure 4

Pre-service teachers who have raised concerns about an aspect of foreign language teaching on their practicum experience.

What aspect worries you most in relation to teaching foreign languages during your teaching practice?
32 respuestas



Source: Own elaboration based on a survey – perception survey conducted to preservice teachers from the bachelor’s degree in foreign languages program at UNIMINUTO regarding their teaching practicum.

It is notable that 56.3% of pre-service teachers surveyed identified difficulties in maintaining students' interest as the aspect that most concerns them during their teaching practice. This factor has emerged as a significant challenge in their teaching experiences, as illustrated in the figure presented. Furthermore, other issues, such as adaptation of teaching materials and resources and communication problems in the classroom, have also been identified as major concerns, with 25% and 15.6% of respondents, respectively, indicating these as areas of concern.

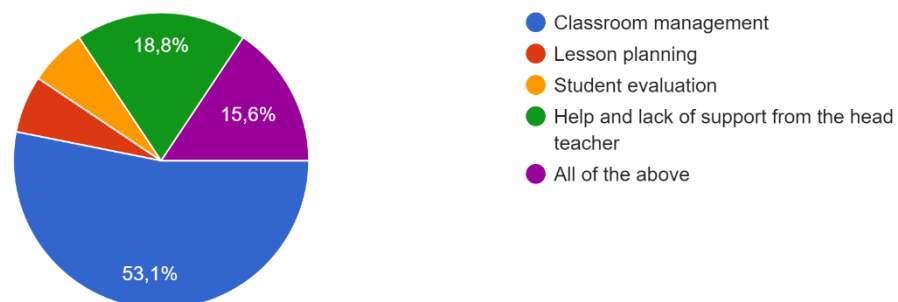
Finally, regarding the first look to the identification of the problems, according to the perception survey, whose information is going to be extended and complemented after in this project with the interviews to the pre-service's teachers and the observation formats, it is noted some of the principal concerns regarding the first's experiences of the pre-service teachers as it is illustrated in Figure 5.

Figure 5

Main issues in practicum identified by pre-service teachers according to their experiences.

Which of the following areas do you think could have represented a difficulty during your teaching practice in the Bachelor of Foreign Languages program?

32 respuestas



Source: Own elaboration based on a survey – perception survey conducted to preservice teachers from the bachelor’s degree in foreign languages program at UNIMINUTO regarding their teaching practicum.

1.2 Formulation of the problem

In accordance with the preliminary assessment conducted by the research team, the following research question has been formulated based on the findings from the preceding phase of investigation with the perception survey:

How effective is the application of the combination of pedagogical approaches, such as CLT and TPR based on experiences of pre-service teachers in their EFL classes after coursing Intensive practicum I and II?

In this problem question, the primary challenges that a teacher may encounter in the classroom are considered, and a pedagogical approach and a method are proposed to assist the pre-service teacher in addressing these challenges with success.

Likewise, when talking about Communicative Language Teaching (CLT) and Total Physical Response (TPR), it was decided to mix these pedagogical tools because they are taught through during pre-practicum theoretical classes such as *Foreign Language Didactics I and II and Formative Practicum I: Contemporary Teaching Methods*.

Having said that, the objective is to equip the pre-service teachers from the first semesters of the career, with the knowledge and skills to apply contemporary teaching methods in the real practicum field, assessing the efficacy of integrating these approaches with the properly created strategies through the experiences of practitioners, in order to contribute pre-service teachers in overcoming the challenges they are going to encounter in the classroom environment as future pre-service teachers.

Furthermore, this study seeks to ascertain whether these resources facilitate the training of prospective pre-service teachers and to evaluate through some real pre-service teacher cases on the effectiveness of these tools in the teacher nonexperience practice.

Chapter 2: Justification

Nowadays, English learning has become essential in multiple spheres of life, from the professional to the academic, so it is important to examine how early-career educators can adapt and cope with the challenges inherent in these new teaching contexts and its demands. That is why it is imperative for pre-service teachers that are beginning the ELT process in a formal educational setting, to adapt their teaching strategies and resources to the students and the challenges that may arise.

Considering the above, the present project aims to explore the pedagogical experiences of pre-service teachers who face the challenge of teaching English, based on the need of understanding their pedagogical experiences, which, due to their lack of experience, make them feel overwhelmed when taking their first steps in their teaching placement.

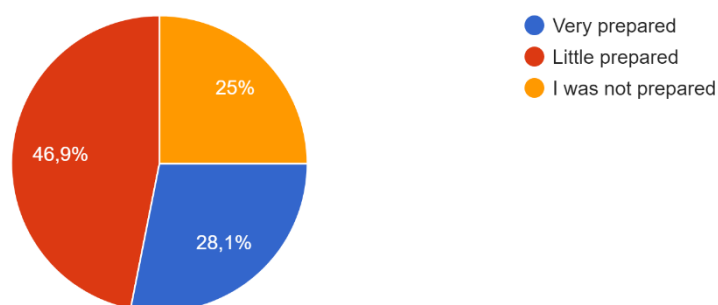
Reflecting on the perception survey conducted by the project researchers regarding preparation, 25% of the pre-service teachers stated that they were not prepared at all for their first practicum and 46.9% stated that they felt unprepared, as can be seen in Figure 6. These results are quite worrying as they may indicate a lack of connection between the theory and procedures that are taught during the theoretical practicum classes and the moment when students must use it to solve problems in the classroom and adapt the strategies to match the necessities in their teaching environments.

Figure 6

Preparation of pre-service teachers during their first practicum experience.

Which of the following best describes your level of preparation to face YOUR FIRST teaching practice?

32 respuestas



Source: Own elaboration based on a survey – perception survey conducted to pre-service teachers from the bachelor’s degree in foreign languages program at UNIMINUTO regarding their teaching practicum.

On the other hand, to contribute to the good teaching practices of pre-service foreign language teachers at UNIMINUTO, this project proposes how practitioner teachers can integrate one pedagogical approach and one teaching method to provide extra training on solving the issues during the teaching time. For this, two main theoretical bases are highlighted: the Communicative Language Teaching Approach (CLT) and the Total Physical Response Method (TPR) as it has been mentioned before.

In addition, with the experiences of “more teaching environment exposed” practitioners in their last semesters, the project seeks to integrate these method, approach with the pedagogical memories of the pre-service teachers by determining their impact on their own and collective strategies for ELT, in order to provide junior teachers from lower semesters at UNIMINUTO with a diverse group of useful tips and possible effective

strategies in the form of advice to promote meaningful learning and the development of language skills of their students in different environments.

In conclusion, this research seeks to provide a valuable contribution to the field of pedagogical knowledge by offering a detailed understanding of the specific challenges and pedagogical strategies employed by pre-service teachers in the foreign language program with an emphasis on English at UNIMINUTO, where pre-service teachers have classes and a proper training to be a competitive EFL teachers, but that a cause of the different issues they face, tend to present difficulties when applying what they have studied during their major.

This project seeks to identify the causes of this issue and propose a set of tips to help the first semester students.

Chapter 3: Contextualization

3.1 Macro context

The project was carried out at Corporación Universitaria Minuto de Dios-UNIMINUTO. According to UNIMINUTO (2018a) this institution was founded in 1992 by Eudist priest Rafael García-Herreros. Its main objective is to provide high quality and affordable education, especially to people in vulnerable situations and in remote regions of the country.

Likewise, according to UNIMINUTO (2018a) the institution aims to train professionals of integrity, ethically oriented and competent in their areas of knowledge, capable of contributing significantly to sustainable development and social transformation of the country. Moreover, through its innovative, comprehensive and flexible educational model, UNIMINUTO seeks to cultivate in its students' values such as solidarity, social responsibility, justice and peace, thus promoting the construction of a more fraternal and reconciled society.

Also, according to UNIMINUTO (2018a) this university offers a wide range of academic programs, from undergraduate to postgraduate, in classroom, distance and virtual modalities. Some of the areas of study include administration, engineering, social sciences, and communication, among others. It is important to mention as well that this institution has a catholic foundational base that is governed by the pillars of the Eudist Fathers' community: Community of St. Juan Eudes.

Additionally, this university has several campuses in Bogotá. In the case of this research project, it was applied at the Calle 80 Campus or principal branch of Minuto de

Dios, a neighborhood in Engativá. Finally, this project was developed in the bachelor's degree in foreign Languages with Emphasis in English.

3.2 Micro context

The participants who were chosen for this research were ninth and tenth semester students from the bachelor's degree in foreign languages with emphasis in English at UNIMINUTO. To choose the participants, some important aspects of the research were considered. First, according to Johnson, (2014); Hernández-Sampieri et al., (2013); Battaglia, (2008) cited by Sampieri (2014) non-probabilistic samples refer to the lack of use of probability and the selection of the study population in relation to the research objectives and criteria of the researcher. Hence, during this research project the sample was selected based on the characteristics of pre-service teachers and their willingness to voluntarily participate in this monograph.

Second, following the ideas of Sampieri (2014) who talks about the definition of the sample, it was considered that this should be a representation of the desired population but in a reduced form where the same characteristics should be shared. As it was mentioned, the distribution of the selected population is symmetrical, and the analysed individuals share approximately the same characteristics.

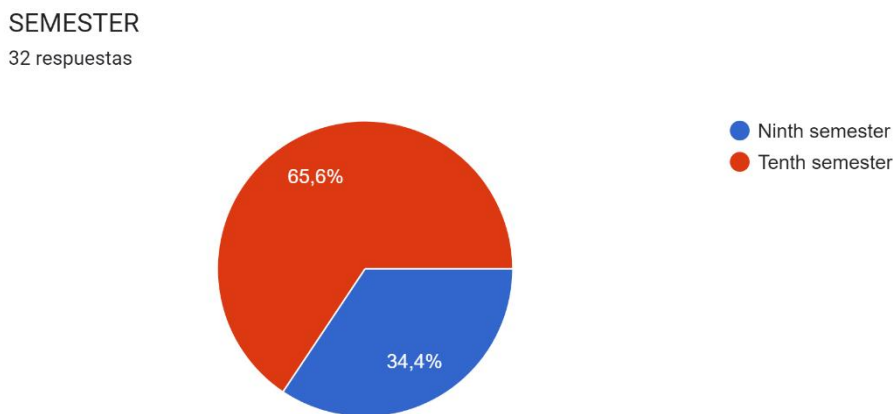
Likewise, to determine the population according to the Case Study approach, 10 pre-service teachers were selected from the 32 total that completed the perception survey, taking into account the point expressed by Campbell (2015) who states that the number of cases needed for a population should preferably be less than 12 and sometimes only one individual.

In relation to the characteristics of the group, in the selected population for the perception survey, 65.6% of pre-service teachers belong to ninth semester students and 34.4% correspond to tenth semester students, where it can be inferred that they belong to a

socio-economic stratum that can vary between two, three and four. These socioeconomic strata are characterized by a medium or high level of income and access to resources, which influences various aspects of student life such as access to the kind and quality of ELT materials, access to internet and easy transportation from their place of residence to the UNIMINUTO campus as it can be noticed in Figure 7.

Figure 7

Perception survey respondents in relation to the number of semesters they are in.



Source: Own elaboration based on a survey – perception survey conducted to pre-service teachers from the bachelor’s degree in foreign languages program at UNIMINUTO regarding their teaching practicum.

Although, all of them belong to a private university, the socioeconomic situation of the students can vary considerably, because there are some that are part of a lower social stratum and some of them may come from financially stable families. That means, that from the 32 surveyed there can be some that face significant financial challenges, including the need to work while studying to cover educational and living expenses.

In the same way, it is highlighted that all pre-service teachers have graduated with academic high school degrees from either private or public education and that now in higher education, some of them have a scholarship or socio-economic aid from UNIMINUTO.

As well, pre-service teachers also have a wide range of interests and career aspirations. All of them are interested in a foreign language teaching career that allows them to improve their quality of life and that of their families. In addition, there is a growing trend towards innovative didactic strategies by using music and games to break tedious and outdated teaching patterns driven by the desire to generate social and economic impact in their communities.

Moreover, most university pre-service teachers are in the typical age range for undergraduate students, between 21 and 25 years old, making it pertinent to also highlight a notable presence of diverse students, with a distribution where women predominate, because there were 10 men and 22 women. Regarding the selection of the population, as mentioned above, a public announcement was published looking for some participants, where the first 10 who responded were selected.

Regarding the characterization of the interviewed population and included into the Case Study, it is paramount to notice that the 44.4% of the pre-service teachers have a scholarship or type of financial aid from the university and that from the 10 participants, only three were men and seven were women. However, to carry out the pertinent triangulation of the results, the researchers conducted observations in two different institutions located in the city of Bogotá and Soacha. The first one was carried out in a private bilingual institute. This institution is a recognized private institute called Instituto y Colegio Británico, which has three branches in the southern part of the city in the Kennedy, Soacha and Venecia sectors. Also, according to Instituto y Colegio Británico (2024) this institute, in addition to offering

validation of high school and technical qualifications, offers personalized English classes with small groups. The main methodology of this academy is based on audio - visual - oral, where most classes are interactive and conversational, focused on didactics and teaching English for communicative purposes, which as reinforcement, use two virtual platforms Q10 and Spark by National Geographic Learning.

In this institute, the observations were then taken on young adults from a Basic A1 course whose ages range between 16 and 19 years and come from the cities of Soacha and Sibaté.

The second population observed were two primary school classes; second and third grade, belonging to a public institution located in Engativá, where each of the classrooms had approximately 40 students, whose average age was between six and nine years old. Also, they had a stratum range between stratum one and three.

To sum up, while conducting the observations in diverse educational settings and collecting the experiences of the pre-service's teachers, the researchers were able to gather data from a variety of contexts, acquiring a comprehensive perspective that enriched the triangulation process and the identification of the problems in face to face environments, allowing for a more nuanced understanding of the impact of educational practices across different types of data. This methodological approach according to Cresswell and Clark (2017) ensured the validity and reliability of the findings by cross-referencing the results obtained from these distinct educational contexts and comparing them with the answers of the pre-service teachers in formation who participated in the Case Study.

Chapter 4: Research objectives

The purpose of this study is to collect the experiences of ninth and tenth semester foreign language students from the bachelor's degree in foreign languages at UNIMINUTO by identifying and observing problems and evaluating the effectiveness of the use of an English teaching approach and method to solve issues related to their experiences in practicum as non-graduated foreign language teachers.

4.1 General Objective

To evaluate the effectiveness of Total Physical Response (TPR) and Communicative Language Teaching (CLT) based on the experiences of pre-service teachers from the ninth and tenth semesters of the bachelor's degree in foreign Languages at UNIMINUTO after their teaching practicum with young and adult students in face-to-face classes.

4.2 Specific objectives

- To identify the issues that might arise when pre-service teachers start teaching considering the application of TPR and CLT.
- To describe the issues presented in EFL classes by pre-service teachers when applying TPR and CLT.
- To analyze the issues and possible strategies of improvement regarding the pre-service teachers' experiences in teaching, integrating the application of TPR and CLT.
- To propose a series of strategies and activities in ELT using TPR and CLT according to the experiences of these pre-service teachers and students of this program.

Chapter 5: Referential framework

5.1 Background framework

Teaching English as a foreign language (EFL) is a complex field that presents numerous challenges, especially for beginning ninth and tenth semester teachers at UNIMINUTO who face the challenges of face-to-face and virtual teaching. For that reason, understanding their pedagogical experiences is crucial to improve training and support for these new teachers, from the first semesters.

Several studies have identified the main challenges faced by beginning English teachers which goes hand in hand with the research topic, however none of them have focused on mixing CLT and TPR activities together based on the perspective of pre-service teachers.

This literature review seeks to reveal 13 national and international studies that are oriented to the main topics around which our research revolves, among it can be highlighted: The implementation of Communicative Language Teaching (CLT), The implementation of Total Physical Response (TPR) and Challenges in face-to-face classes for teachers/pre-service teachers who teach English as a foreign language. See annex 1 to visualize a summary.

5.1.2 Literature Review

In examining the pedagogical experiences of the pre-service teachers in face-to-face environments, it is essential to consider the transition of individuals from traditional teaching methods to new innovative approaches, as well as the application of these in a changing educational landscape. The following section will present a summary of recent studies that support this assertion, offering theoretical perspectives that enhance understanding of this phenomenon and its implications for English language teachers-in-training.

Firstly, Communicative Language Teaching (CLT) and Total Physical Response (TPR) are two of the most prevalent methodologies and well-documented pedagogical tools in the field of language education. The two strategies to teach English address different learner needs and offer various advantages that facilitate the development of language proficiency.

In the case of Communicative Language Teaching (CLT) according to Richard and Rodgers (2014) places an emphasis on the enhancement of learners' and the communicative abilities through the utilization of practical tasks and activities. In contrast, Total Physical Response (TPR) based on the same authors is centered on the coordination of physical movement, with a focus on the linguistic elements of the language to be learned. This is achieved using verbal commands, with the objective of providing learners, particularly those at the beginner level, with an engaging, stress-free and enjoyable learning environment.

Considering the above, in relation to the Communicative Language Teaching (CLT) the article proposed by Dos Santos (2020) provides an overview of the approach, analyzing its advantages, disadvantages and applications in contemporary language teaching. Considering that, the objective of that research was based on how educators can be helped to apply this type of approach in the classroom.

Similarly, this research, which coincides as a theoretical review article, provides deep historical synthesizes and contemporary research on the CLT approach. Dos Santos (2020) explains and compiles in several studies the evaluation of the benefits of CLT in modern classrooms, where the main population involved refers to diverse language learners from different backgrounds, which include: western students, graduate students, pre-school students, and English language learners for specific purposes.

In the same way, inside the development of the article, Dos Santos (2020) cites Sottie, Mfoafo-M'Carthy, and Moasun (2018) noting that the specific language skills provided to the

learner are tailored to align with the individual needs of each learner. For instance, adult learners tend to prioritize the development of writing and speaking skills, given the demands of their current and prospective occupations. In contrast, preschool students typically prioritize the acquisition of more general language skills that facilitate language learning in communicative contexts, given the cognitive development that is present at this stage.

Regarding the conclusions, Dos Santos (2020) states that CLT is an approach that allows students' flexibility by focusing on communication that encourages conversation rather than strict grammatical rules, which differs from traditional methods. This approach also, following the author's ideas, encourages the use of real-life situations and technological tools to involve students, improve their communicative skills and encourage interaction between peers and teachers.

To recap, it is worth to mention that Dos Santos (2020) provides in this project an analysis of the evolution of English language teaching in the context of academic, professional, and medical settings. These include English for Academic Purposes (EAP), English for Specific Purposes (ESP), English for Business Purposes (EBP), and English for Medicine, where the courses are designed to meet the terminology and communication needs of students, thereby demonstrating the versatility of Communicative Language Teaching (CLT). Despite the advances made in linguistic pedagogy, CLT continues to respond to the ever-changing communicative needs of learners, even in different educational settings.

Considering, Communicative Language Learning (CLT) in Colombia, Valenzuela (2015), in her literature review study presents and compiles different theoretical research of practical cases on the application of CLT in different contexts, focusing mainly on its usefulness in the Colombian context. Concerning this work, it is possible to identify as the main objective to emphasize the relevance of this approach in the national context starting

from English as a foreign language, where the advantages of this approach in the Colombian territory are examined, giving recommendations for its implementation.

In the same way, Valenzuela (2015) establishes as population the Colombian students who learn English as a foreign language (EFL), as well as the English teachers in charge of implementing the CLT approach in their classes. The study reveals as a conclusion that CLT offers multiple benefits to improve communicative competence in English being an effective tool for communication in a second language, promoting communication and aligning with the objectives of Ministerio de Educación Nacional (MEN) including the integration of linguistic, pragmatic and sociolinguistic competencies. However, challenges are faced in its implementation, such as lack of adequate teacher training, excessive class size and cultural resistance of students.

Similarly, in the Colombian research context, the study by Bermúdez (2022) stands out, since the main objective of it was to improve oral production skills in ninth grade in a public school using the Communicative Language Teaching methodology, establishing its influence on students and their oral competence.

Regarding this study, Bermúdez (2022) follows an action research model based on the methodology of Kemmis and McTaggart, where the main basis is the participation of the researcher actively promoting change, while collecting and compiling data in order to improve the educational practices that are to be established through the research project.

This research, aligned with the ideas of Bermúdez (2022) was carried out with 24 ninth grade students (14 girls and 10 boys) of a public institution called Instituto Manzanares who had great difficulties in relation to oral production. Taking into account the above and about the findings, it is highlighted that the results show that the students improved in their communicative competence in English, particularly in fluency, pronunciation, and oral

interaction, allowing the population to use English in a more spontaneous and less memorized way, being confident in their oral production in the second language.

In contrast and considering the second pedagogical tool chosen for this project, the objective of the Total Physical Response (TPR) method according to Richard and Rodgers (2014) is to alleviate the negative emotions commonly associated with learning a foreign language, such as anxiety or demotivation, thereby enabling learners to acquire the language in a more natural and engaging way.

First, in relation to this method, Xie's (2021) study is highlighted. It aimed to investigate the effectiveness of the Total Physical Response (TPR) technique in teaching English to young learners and how teachers implement this technique in the classroom. Regarding the population, the study was conducted in China, with two teachers and elementary school students of approximately 10 years old together with their parents. The students were mostly children from rural areas, whose families were mainly composed of low-income farmers.

Moreover, highlighting the conclusions and findings, Xie (2021) concludes that the mentioned method is a great tool for teaching young learners, as it makes them feel motivated, more focused and confident. Nevertheless, there are challenges that may affect the progress of this method in classes, such as shyness, resistance and lack of parental supervision, aggravated by lessons that focus too much on grammar and less on language in real contexts. This study was qualitative with a focus on the Case Study, indicating that the method can mix fun activities such as songs and games or increase physical interactions and activities.

On the other hand, now focusing on the Colombian context, Sandoval et al. (2022) in their qualitative study, had a participatory action research approach to strengthen the learning of basic vocabulary through the implementation of the Total Physical Response (TPR)

method. The population was 20 second grade students, aged six to nine years, from a public educational institution in Chiquinquirá, Boyacá, Colombia, who present difficulty with English and low grades in the subject when they were in their school.

Among the conclusions, Sandoval et al. (2022) highlight that TPR works pleasantly to improve English vocabulary and students showed great progress in learning English and improving their vocabulary, retaining new words efficiently, being a form of teaching well received by the population in which the research was carried out.

Likewise, Pestana (2023) in her internship report with a qualitative approach, focused on the implementation of the TPR method and collaborative learning in a real context, implemented different elements of TPR teaching in the Bilingualism for Peace program, motivating beginner students to learn English in a fun and participatory way. This study was carried out in groups of 25 beginning students between eight and 11 years old, mostly from vulnerable areas in Monteria, Cordoba.

Among the findings of Pestana's (2023) study, the students showed significant improvements in language acquisition, especially when learning vocabulary through physical movements. Also, the population improved their active participation and teamwork, where the cross-cutting development of students' personal and academic skills was observed, as well as a great impact on classroom management and lesson planning by the teacher.

Furthermore, considering another important aspect of this project, which focuses on the English language teaching in face-to-face settings that can face several significant challenges that can affect the quality of learning and learning outcomes. These challenges are also evident in the current context, where classroom diversity and changing demands place new demands on educators.

Initially, according to Pestana (2023) it was determined that one of the most common challenges was classroom management, which was related to adapting to different levels of

student ability, and will come to influence student motivation and participation, creating one of the possibilities that encourages creativity developed with the need of managing group dynamics.

In this perspective, at the beginning of the challenges when it was found and established that there can be many drawbacks that can limit the teaching of English language in face to face environments, according to Brown (2020) in his practical study in face-to-face settings using cognitive science-based learning methods, seeks to improve information retention and long-term learning by implementing techniques such as active retrieval, spaced practice and topic interspersions in the face-to-face environment to foster deeper and longer-lasting understanding in students.

Similarly, Brown (2020) states that in face-to-face classes, learning becomes meaningful when it is presented in an active, varied and dynamic way, which allows the student to remember concepts instead of memorizing the material provided by the teacher. In face-to-face classes, learning is strengthened when it is presented in an active and varied way. So, strategies such as having students recall concepts rather than simply re-reading material is proved to be more effective for long-term learning, where these activities allow students to directly apply what they have learned, improving both their understanding and their ability to react in real situations.

Regarding the conclusions of this study applied to students and professionals in educational or professional training environments, such as pilots, doctors or engineers. Brown (2020) states that face-to-face classes are a conducive area to create and diversify active learning strategies that allow students to reflect on their learning in a deep way, where traditional methods are less effective and create transient and not deep learning.

For Brown (2020), then, face-to-face classes offer a conducive environment where it is important to boost dynamic interaction between students and teachers, facilitating the

correction of errors and continuous improvement through immediate feedback. Likewise, effective face-to-face teaching requires managing diverse learning needs and maintaining student engagement, where it starts with the lack of opportunities to practice the same language within the same classroom due to fear of making mistakes or embarrassment, as the level of ability is recognized to be uneven given the access the learner has had to English practice, which can be a challenge in traditional classroom settings.

In relation to the difficulties and considering that the purpose of a language is to be able to communicate orally, Rezeki and Dalimunte (2024) in their qualitative Case Study based on semi-structured interviews and questionnaires, were able to identify and investigate what were the main difficulties faced by English teachers in teaching oral skills in Indonesia, as well as the efforts made to overcome these challenges. Regarding the findings of this research, the authors highlighted the lack of teachers' vocabulary, low student mobility, anxiety in speaking English for fear of making mistakes, lack of adequate school facilities, and curriculum changes.

Similarly, the population selected by Rezeki and Dalimunte (2024) were eight English teachers from different schools teaching the same level of education in Indonesia, who implemented solutions such as increasing vocabulary through means such as reading and music, to improve their own acquisition of words and that of the students and the use of motivational elements, making classes more fun by capturing the attention of students, motivating them to overcome anxiety without fear of making mistakes.

Besides, Sumalampong (2024), also identifies the challenges faced by English teachers in teaching in public schools and the resources they used to overcome them and continue with their classes properly, in order to generate a series of actions that serve as a light to guide their teaching process, especially when teaching grammar. In this qualitative study, interviews with teachers were implemented. In this study, it was affirmed that most

students had difficulty expressing themselves in English due to their low levels of linguistic skills, which were permeated by low exposure to the language and limited time for teaching.

In this vein, Sumalampong (2024) also states that teachers accept challenges as part of their job and have adopted coping strategies based on the analysis of a population that includes 10 English teachers from public secondary schools. In relation to the findings, it is important to allow students to use their foreign language to create mental relationships between complex concepts in English by applying different techniques that complement the lack of time in the classroom.

In contrast, in relation to the Colombian context, Castellanos (2013) presents a theoretical review with a qualitative approach that analyzed previous research on the beliefs of prospective English teachers and their influence on their professional development. In this study, the author presented an objective that was related to exposing the importance of recapitulating pre-service teachers' beliefs about teaching when they enter teacher training programs.

Castellanos (2013) highlights that future teachers enter programs with previous beliefs about what teaching is like and how their learning process will develop as future teachers, influenced by their previous schooling process, interpersonal relationships and critical moments. These beliefs are important because they will directly affect their process as teachers since they are resistant to change and very difficult to correct, which means that in many cases, although prospective teachers adopt a student-centered approach in theory, in practice they tend to use teacher-centered approaches. Thus, it is essential that teacher education programs explicitly include the teaching beliefs of prospective teachers in order to promote their reflection and evolution towards more effective approaches.

Regarding the difficulties of pre-service teachers during their internships, Imsa-ard et al. (2021) in their qualitative study, where they explored the challenges and difficulties that

Thai trainees have experienced during their pre-service teacher education process before graduation, encountered the areas of difficulties in dimensions such as communication, instruction, student management and support systems during this period.

Likewise, in the study of Imsa-ard et al. (2021) the population was 78 students of the bachelor's degree in education who were in their last semester and about to finish their teaching practice before their professional residency, where 17 of them were asked different questions in the form of semi-structured interviews.

In the study by Imsa-ard et al. (2021) the following dimensions emerged as the main difficulties:

- Communication factors: where it was highlighted that some had problems with tutors and school supervisors.
- Didactic factors: where difficulties in translating theoretical knowledge into classroom practice were highlighted, especially in groups containing numerous students.
- Student-related factors: Where the management of students with special needs was highlighted.
- Support factors: where dissatisfaction with the lack of support from mentors and supervisors was highlighted.

In contrast to the above, Mutlu (2015) presents a qualitative study which aimed to explore the challenges faced by teacher trainees and tutors in Turkey, seeking to account for the difficulties encountered by both populations regarding the problems that may arise in the classroom and how to solve these problems, in order to give a new approach to teacher training.

In the previous study, the participants were eight pre-service teachers in their fourth year, belonging to a university in Istanbul and three tutors with between six and 10 years of

teaching experience and one to five years of experience as practice mentors. With these populations and considering what was established by Mutlu (2015), problems were found such as:

- Disconnection between the teaching methods by teacher trainees and the real experiences that are presented in real contexts by the trainees.
- Difficulties in classroom management as actual learning environments were different from what was expected by the pre-service teachers.
- Difficulty or lack of adequate level in terms of language proficiency with high-demand students.
- Problems with the attitudes of cooperating teachers such as being unwelcoming or indifferent were frequently mentioned.
- The timing of the internships in the curriculum and their duration were found to be insufficient to gain sufficient teaching experience.
- They reported a lack of efficient feedback mechanisms and poor management of interns in the schools where they attended as non-graduate teachers.

Returning to the Colombian context, it is highlighted the mixed research of Fernandez (2020) where the impact of internship experiences in the initial training of a state university in Colombia was investigated, whose main point of concern focused on the effectiveness of internships before graduation in the development of future teachers, aligning their training with what was desired to achieve in terms of public educational policies and academic programs.

The population of Fernandez's (2020) study was 105 different teachers belonging to different fields of an educational institution, including academic coordinators, main teachers, internship supervisors and student teachers. Finally, through this study it was found that teaching practices before residing as a teacher have a great impact on the establishment of

pedagogical, disciplinary and research skills of students. However, within the conclusions it was highlighted that many of the pre-service teachers based their teaching practices on reproductive routine-based teaching instead of transformative and reflective approaches.

5.1.3 Deficiency in evidence and impact of the research

The landscape of English language teaching has undergone significant transformations in face-to-face environments presenting unique challenges and opportunities. Therefore, the importance of providing adequate support and professional development opportunities to ensure sustained effectiveness and job satisfaction is fundamental to the professional growth of those educators entering the complex process of teaching, highlighting that their educational process influences their way of adaptation and control.

In that vein, the impact can be seen to suggest that student outcomes, particularly on the development of trainee and apprentice teachers, are multifaceted. Where it is possible that evolving teaching modalities can significantly influence the training and professional development of prospective teachers, affecting both their practical preparation and their ability to implement effective educational strategies.

Therefore, the focus should be on how these methods impact on the professional growth of teachers and their ability to improve the quality of teaching on a day-to-day basis, bearing in mind that the quality of education itself can play a major role in the development of their educational future where they are already professional teachers.

Hence, the continuing evolution in teaching methods highlights the need for constant adaptation and innovation. Then, by addressing the challenges identified and leveraging the strengths of each approach, the educators in process, practitioners and institutions must create and improve educational experiences and outcomes for both teachers and students.

Thus, the start of solving the challenges and problems presented can focus on developing integrated models that combine the best elements of both approaches to create more effective and resilient teaching and learning environments.

However, after analyzing and compiling several previous national and international research articles, there are some points to be strengthened with this research. First, the Case Study and the observations of this monography, seek to generate a positive impact on the students of the bachelor's degree in foreign languages at UNIMINUTO, focused on the Colombian context, which would help to shed light on the real context of the country, which differs from many investigations that focus on international contexts. Also, the researchers want to socialize these findings with pre-service teachers from the first semesters to help them in their future steps in their career, so they can avoid some problems in the classroom they might have. This differs from many of the studies found, which focus on finding the problems but not on solving them at their root.

Regarding the studies of Dos Santos (2020) and Valenzuela (2015) which perform theoretical reviews, this project seeks to complement what has already been established with different observations and the combination of TPR and CLT which is an innovative topic that may be relevant both in the Colombian context and internationally. All of this, considering the experiences of pre-service teachers, providing a direct perspective on the challenges in UNIMINUTO, which differs from previous research that mostly focused only on the literature review without relating it to its application in real contexts and evaluating its effectiveness according to experiences.

Similarly, and considering the objectives of the present monography, it is possible to affirm that they allow enriching the literature on the initial challenges of pre-service teachers when applying TPR and CLT. Although there are studies such as Xie (2021) and Bermúdez (2022), that focused on the effectiveness and challenges in classes with children and

adolescents, it is necessary to delve deeper into how pre-service teachers face these challenges in both youth and adult contexts at UNIMINUTO, and how the different population can react to the combination of the two learning tools, in order to not only help students to improve but also to provide tools to pre-service teachers, thus solving with creative and innovative tips and advice, the difficulty in integrating TPR with adult groups, considering that TPR is generally more effective with children, as argued by Sandoval et al., (2022) and reduce tensions between theory and actual practice in the use of CLT, as already mentioned by Castellanos (2013).

Likewise, in contrast to the ideas of Rezeki and Dalimunte, (2024) this study seeks to reshape the literature by detailing the specific difficulties related to the application of these methodologies and how classroom problems can be solved through them in pre-service teachers who have mostly theoretical knowledge, observing how the differences between adult and young learners affect the effectiveness of the strategies based on the experiences.

In the same way, by presenting different types of tips from experienced pre-service teachers, it is sought to help consolidate new knowledge for students who have not yet graduated and are in their first semesters, following successful examples of the studies of Xie (2021) and Sandoval et al. (2022) who have recapitulated in a non-deep way the effects of TPR on group management and active pauses. This is not only to apply the concepts to the training of students but also to nurture and complement the theoretical training provided by the university with practical tips for new students who have very new conceptions of what their future teaching work may be, improving their performance in the classroom and thus the educational quality of the country as a consequence.

Addressing then to the deficiency of evidence on what is presented in this study, this monograph seeks to fill the gap found between two main topics: the experiences of pre-service teachers to identify problems and the use of CLT and TPR to solve them and propose

useful tips and advice. That's because while highlighting studies such as Imsa-ard, et al. (2021), Mutlu (2015), and Fernandez (2020) that are somewhat related to the topic to be addressed, these do not cover the same topics and context as the study that this project exposes.

Moreover, in addition of not finding many studies on the experiences and perceptions of teachers in foreign language training in Colombia along with problems encountered in practice using CLT and TPR as a solution in the general academic bases, in the repositories of UNIMINUTO does not register a similar study either.

Finally, the present research document is highlighted as a novelty since the search for previous articles revealed that the subject along with the combination of the approach and method has not been investigated in Colombia in depth, and even less so in localities near or close to the city of Bogotá and Soacha.

This study then, wants to listen to the voices of pre-service teachers who, although without formal work experience, know the theory about their field and want to be great educators, giving also tips and advice to their young partners from early semesters.

5.2. Theoretical framework

Teaching a second language is a complex task that involves several factors and challenges, which can be solved by a different set of methods, approaches, or strategies that are taught from theory and must be applied in practice. Thus, the present theoretical framework is framed in a context that addresses different concepts involved in second language teaching for pre-service teachers, integrating approaches on Classroom Management, practical issues, communication difficulties and pedagogical methods and approaches such as Total Physical Response (TPR) and Communicative Language Teaching (CLT).

5.2.1. Teaching English as a Foreign Language

Nowadays, thanks to the increase of English learning and teaching, the door has been opened towards its recognition as one of the main foreign languages, where both public and private institutions seek to provide this teaching service to their students. Firstly, analyzing the speakers around the world, according to a study conducted by Fernandez (2023), by the year 2023 there were more than 1.4 billion English speakers, of which 380 million are native speakers of the language, while the rest have learned it as a second or foreign language.

Regarding the topic and talking about the general teaching of the English as Foreign Language (EFL), Broughton et al. (2002) state that English, despite of being a popular communicative language, is considered a second language, even though in many other countries it is also considered a foreign language. This means that although it is taught constantly in schools, it does not have a key importance in the daily life of the person who learns it, not even in his or her professional life. For instance, in countries such as Spain, Brazil and Japan, the main language for communication and education is Spanish, Portuguese or Japanese, respectively. This is why English is taught in schools as a global language.

Taking into account the above and with regard to the teaching and learning of a foreign language, according to Broughton et al. (2002) the motivation of students who decide to learn English as a foreign language is an instrumental one, where they learn for a specific purpose, such as traveling, communicating or reading material in the language. Similarly, when talking about English, it plays a very important role that is influenced by factors that influence both the teaching and the impact of the language; these factors are numerous and contextual, such as: geography, history, culture, politics, among others.

Following the ideas of Broughton et al. (2002) who highlight the purpose of teaching English as a foreign language, it is established that this helps students to open their minds to different points of view regarding cultural and linguistic horizons, giving learners the way to

see the language they are learning in an objective way, opening the knowledge of other ways of communicating messages, ideas and concepts.

Likewise, according to Broughton et al. (2002) the relevance of teaching this language as a foreign language lies in the transmission and sharing of different ways of thinking and characteristics of the language, because when you learn a language different from your own, you acquire with it different cultural characteristics. Therefore, learning and using a foreign language allows students to experience the world from a different point of view than the one they are used to and are taught in the context in which they live, thus complementing their perceptive, aesthetic and affective growth.

Regarding the teaching of English as a foreign language in Colombia, according to Gal (2018), the teaching of English has followed a global trend towards commercialization and enterprise-oriented learning, where since the creation of the first language policy in the 1940s, which accounts for the cooperation of the governments of the United States and the United Kingdom in the teaching of this linguistic knowledge, Colombian classrooms when teaching this language as a foreign language have adopted a top-down approach since they have prioritized foreign theoretical approaches that differ from the social reality of the country. That is why the author highlights Canagarajah which states that local knowledge should be the central axis in the construction of the educational practices that teachers will carry out in the classroom, thus involving a global and socio-cultural approach that puts the teaching of a foreign language in balance with local needs.

Furthermore, the teaching of English as a foreign language in Colombia and in relation to teachers, De Mejía (2009) states that the English standards based on the European framework have given educators clear goals contributing to a clear and concise definition of what they want to achieve in relation to the students who are learning the language. However,

it is also pertinent to mention that significant challenges persist, such as the difficulty of reaching B1 or B2 levels, most commonly in rural areas.

Furthermore, following what is expressed by De Mejía (2009) the Ministerio de Educación Nacional affirms that in Colombia when it is time to teach English to young populations, the main difficulty lies in the exposure to the language where the oral intensity, which is only one hour per week, is the first difficulty.

To end with, according to De Mejía (2009) many of the teachers who have the task of teaching young learners are the least prepared, therefore, it is essential that the dedication to the training of these teachers, supporting the efforts made by them to improve the learning and teaching of English as a foreign language in the country.

5.2.2. Pre-service teachers in Practicum

The importance of teaching practices is based primarily on observation, planning and reflection. As mentioned by Richards and Rodgers in their book *Approaches and methods in language teaching* (2001), the Total Physical Response (TPR) approach allows pre-service teachers to practice interaction through physical commands, while reflecting on the effectiveness of their methods with student participation and understanding. In addition, this approach encourages subsequent reflection, which helps future teachers adjust their strategies based on students' behavior during lessons.

First, regarding the definition of pre-service teacher Atar & Bağcı (2019) state that pre-service teachers are students who are pursuing a degree that is related to teaching work, to practice this profession in the future. They established that this concept can be formally defined as “Future Teachers”, who are trained according to different skills and knowledge by going through different programs or degrees, which are the main theoretical and experiential input.

According to Baylan (2019), pre-service teaching practices can be defined as the completion of the preparation of future professionals in the educational field, since they provide experience in the application of theoretical knowledge in pedagogical skills, allowing teachers to test what they already know in a real environment, thus reinforcing their educational philosophy and beliefs regarding teaching and learning.

Moreover, in recent years, in Baylan's (2019) point of view different college institutions worldwide have developed innovative practices to contribute to the formation of a better and more competent teacher, who is able to teach while reflecting on his or her own practice. Similarly, this process has been labeled as "teaching practices" or has been titled with expressions such as "clinical student teaching", "teaching practice", "field studies", among others.

In relation to the organization of undergraduate teachers' practices Atar & Bağcı (2019) assert that most modern institutions require prospective teachers to complete a practical and theoretical curriculum, which may change according to the contextual characteristics of the educational institution in which the training process takes place. This curricular component, as far as practice is concerned, refers to different observations, evaluations and critical reflections, which are mediated by more experienced teachers who will act as mentors for the pre-service teachers in real teaching contexts.

In relation to the above and to the context in which this research takes place. The pre-service teachers for the degree in foreign languages at UNIMINUTO, according to the 2020 curriculum, begin their practices since third semester of the degree with the subject *Foreign Languages Didactics I*, where they carry out observations of classes conducted by different expert teachers at the university.

This curriculum includes different aspects of teaching English as a foreign language, where students take eight different levels of practices where they plan, teach, observe and

reflect on their teaching work and their future as teachers of English and French or Portuguese.

Within the practical and theoretical subjects oriented to the teaching of foreign languages with an emphasis on English, the study plan includes the following subjects.

Table 1

Summary of practicums according to UNIMINUTO curriculum (2018)

Summary of Pedagogical Practicums according to UNIMINUTO			
Practicum name	Type of practicum	Semester	Population
Foreign Languages Didactics I	Observation practice I	Third	Observation in educational institutions as a first approach to teaching.
First Experience in Practicum: Foreign Languages Didactics II	Observation practice II	Fourth	
Práctica en Responsabilidad Social	Transversal practicum subject for all university careers belonging to the Minuto de Dios component.	Fifth	Different populations among which young children and adults stand out, which teach the professional in training a service attitude.
Formative practicum I: contemporary teaching methods	Formative Practicum I	Fifth	The population is recognized as mostly adults and young apprentices.
Formative practicum II: syllabus and material design for teaching foreign languages	Formative Practicum II	Sixth	The population is recognized as mostly adults and young apprentices.

Intensive practicum I: teaching foreign languages to young learners	Intensive practicum I	Seventh	School population mostly children
Intensive practicum II: teaching foreign languages to teenagers and adults	Intensive practicum II	Eighth	The population is recognized as mostly adults
Intensive practicum III: practicum in French or Portuguese	Intensive practicum III	Ninth	The population is recognized as mostly adults or young learners from bilingual or trilingual educational institutions.
Intensive Practicum IV: Teaching Internship	Teaching internship	Tenth	The population is recognized as mostly adults and young apprentices.

Source: Own elaboration based on UNIMINUTO'S curriculum (2018) exposed in the University online page as the pensum and regarding pre-service teachers' pedagogical training.

Regarding the table above, it should be noted that each of the subjects contributes to the formation of the future teacher in different ways, either with the discovery and teaching of approaches and methods to nurture the classroom or with direct experience in the field of practice with different types of populations.

Finally, from the practical-theoretical subjects, students learn different ways of teaching, mostly English as a foreign language, through processes such as: Observation, planning, problem solving, anticipation of difficulties in class, reflection and application of pedagogical strategies. In conclusion, the theoretical and practical subjects equip students

with a variety of pedagogical techniques, particularly those applicable to teaching English as a foreign language. This structured model offers a more comprehensive and practical framework for language teachers.

5.2.3. Approach in the ELT Context

Approaches are fundamental in teaching because they provide a theoretical and philosophical basis that guides how a language should be developed in the classroom, and it gives the teacher, and students the step by step to follow during the development of the academic panned syllabus.

Regarding the concept of approach in the teaching of English as a Foreign Language (EFL), it is conceived according to Eslit (2023) who asserts that an approach is a comprehensive philosophical and theoretical framework that informs how languages are taught. It encompasses beliefs about language acquisition and pedagogy. That is why it can be affirmed that these approaches help define the educational objectives, the role of the teacher and the learner, and the methods and techniques to be used in the classroom.

On the same vein, Turner and Garvis (2023) in their article established that an approach describes the underlying theory or philosophy of how a language should be taught; a method or methodology details, in general terms, a way of implementing that approach (curriculum, progression, types of materials), they also describe techniques and specific practical tasks and activities in the classroom, where the activities are chosen to engage students in communicating with each other, using techniques such as role-plays, discussions, text ordering, conversation games and problem-solving activities.

Likewise, to provide a more structured understanding of the concept of approach, Richards and Rodgers (2001) propose a scheme that divides approaches into three levels: approach, design, and procedure. The approach level encompasses the theories that explain how a language is learned and the nature of language learning. The design level refers to

learning objectives, activities, teacher and learner roles, and content organization. The procedure level describes the concrete techniques and practices used in the classroom. In this project, the main approach used for problem solving in the different practice scenarios was Communicative Language Teaching (CLT), which makes students focus on using the language in real and practical situations, which improves their ability to communicate effectively and naturally, fostering autonomy and meaningful learning.

5.2.4. Method in the ELT context

Firstly, in relation to the concept of method according to Richard and Rodgers, (2001) is a type of blueprint which provides a framework for the teaching and learning of languages. These blueprints typically encompass several key elements, including the organization of content, the design of the curriculum, and the interactions between teachers, learners, and materials in the classroom. The specific techniques employed, and the materials provided, are all derived from the chosen method. Also, methods are essential to structure lesson planning, choice of materials, and organization of activities that facilitate effective learning.

In this project, the method used as the main input to solve the problems encountered in practice by pre-service teachers is Total Physical Response (TPR) oriented to effective learning in class and group management that lead pre-service teachers to be able to carry out their lesson plans as they had thought at the time of planning. This situation will also allow incoming teachers to create a more effective and dynamic learning environment, thus improving the quality of teaching, as a tool for professional development and confidence in their educational work.

Regarding the concept, Richards and Rogers (2001) affirm that methods help ensure that teaching practices are consistent and aligned with educational objectives, allowing teachers to adapt their strategies to the specific needs of students to boost their engagement and understanding of the class contents. Additionally, they affirm that the basis of

contemporary language teaching developed in the early twentieth century, when applied linguists and other specialists sought to establish principles and procedures for designing teaching methods and materials, taking advantage of advances in linguistics and psychology to propose more effective and theoretically grounded teaching methods. The concept of method in teaching, which refers to a systematic set of teaching practices based on a particular theory of language and its learning, was a constant concern for many teachers and applied linguists during the 20th century.

Likewise, Richards and Rogers (2001) state that each method shares the belief that its pedagogical practices offer a more effective and theoretically sound basis than previous methods. To differentiate between the philosophy of language teaching at the theoretical level and a set of derived procedures for teaching, the American linguist Edward Anthony proposed a scheme in 1963.

Finally, the Total Physical Response (TPR) method, developed by James Asher in 1969, will be the central focus in this research project, aiming to address the most common challenges that may arise during the teaching practices of pre-service teachers. TPR emphasises using verbal commands combined with physical actions, actively engaging students in the learning process and promoting retention of learning through movement. This method has proven effective in language acquisition, especially with beginners and young learners, as it reduces learner anxiety and encourages participation. Through applying TPR, this project aims to show how this tool has worked for pre-service teachers in achieving in facilitating language comprehension and learner participation, ultimately fostering a more interactive and conducive classroom environment.

5.2.5. Methodology in the ELT Context

Methodology is an important concept, because it encompasses various components, including approaches, methods, techniques, and principles, which work together to form a

comprehensive system for language teaching and learning. Firstly, according to Nunan (1988) cited by Agustina, (2014) a methodology refers to the different activities and tasks that are developed in the learning process and that are helpful in achieving the desired learning objectives.

In the same way, Nunan (1999) states that methodology oversees those teaching techniques, classroom activities and tasks, which constitute the pedagogical practices that lead to learning. Similarly, methodologies are linked to the methods being the main guides that shed light on learning and structure them in a simple way, condensing different perceptions of how language should be taught.

Finally, and following the same line of thought, Robinson (1991) cited by Agustina (2014), defines methodology as any activity that students must solve or do, having a close relationship between the materials and resources used by the teacher and the role of what the teacher is supposed to do in the class. Thus, as mentioned earlier in this monograph, the two methodologies used to solve problems in the classroom for children and young adults will be Communicative Language Teaching (CLT) and Total Physical Response (TPR).

5.2.6. Learning strategy in the ELT context

A strategy is a plan or technique that is used to achieve a particular goal or objective. It is a more specific and focused tool than an approach or method. Firstly, in the case of Oxford (1989), cited by Hong, (2017) defines learning strategy as the set of steps and behaviors that lead the learner to learn, retain and remember new information for use when needed. On the other hand, Cohen (1998) Cited by Hong, (2017) states that learning strategies refer to those techniques that learners use to learn their L2, which may be conscious and identifiable during the learning process.

In the same line of ideas and to complement the same author, Cohen (2014) states that a learning strategy when teaching an L2 refers to those activities that learners use to improve

their performance in the performance of the language being learned. Similarly, Cohen (2014) highlights that many researchers have established that strategies are important when examining a good language learner.

On the other hand, the strategies that are applied in class when a teacher is a beginner depend on those methods that allow the class to develop in a normal or continuous way. According to Brown (2007) a good class is developed with strategies that are focused on the principles especially of communication, it is also developed that the use of the same language in real contexts is a priority if good communication is to be created. On the other hand, it helps those teachers who are starting out because it emphasizes and aids interaction and language practice in more than real, fully authentic situations, which is key to a face-to-face class.

Therefore, it can be established that teachers should focus more on how strategies should be applied, where it is recognized that they are divided according to different processes where metacognition and cognition play an important role. According to Brown (2007) cognition develops the process of repetition, inference, and grouping, to develop comprehension and language production in the students. Beginner teachers can help foster strategies with activities involving manipulating and actively using information. On the other hand, metacognition refers to the constant monitoring, planning, and evaluation of both the learner's and the teacher's own learning process.

Furthermore, under the same author, Brown (2007) states that one of the biggest drawbacks in terms of applying or establishing strategies is the affective strategy that helps students to manage emotions and reduce a possible circle of anxiety in the process of learning or teaching the language. Likewise, if a pre-service teacher applies these strategies to create a safe and encouraging classroom environment, they can promote confidence and motivation, not to mention interaction strategies, such as the influence of cooperation and the way in

which practice develops in language learning. For this reason, Brown (2007) highlights how beginning teachers can help facilitate opportunities for interaction in the classroom, encouraging assertive, authentic and contextual communication.

In that vein, to complement the concept, learning strategies play a fundamental role in how learners acquire a second language. O'Malley and Chamot (1990) define these strategies as 'specific techniques, approaches or methods that learners employ to improve their progress in developing second language skills'.

These authors classify strategies into three main categories:

1. Cognitive strategies: mental processes learners use to acquire, retain and retrieve information, such as repetition, organization and elaboration.
2. Metacognitive strategies: Techniques that involve conscious control over learning processes, such as planning, monitoring and evaluating one's own language comprehension and production.
3. Social-affective strategies: Methods involving social interaction and emotion management, such as cooperating with other learners, asking for clarification and managing anxiety.

Incorporating these strategies into second language teaching can facilitate more effective and autonomous learning on the part of learners. Because when learners know about learning strategies and how and when to apply them, they are more successful in mastering a second language. Therefore, it is important to teach learners to use these strategies as it not only improves their learning but also their autonomy.

Furthermore, O'Malley and Chamot (1990) explain that the strategies used by learners should be adjusted to their level of language proficiency. For example, beginner learners benefit from direct cognitive strategies such as repetition or the use of pictures to associate words with meanings. On the other hand, more advanced learners tend to employ

metacognitive strategies, such as assessing their strengths and weaknesses in language learning, which allows them to adjust their approach more effectively.

In short, the conscious and well-applied use of these strategies makes a big difference to the effectiveness with which learners acquire a second language, facilitating their ability to retain and apply knowledge in real-life contexts.

Finally, it can be highlighted that the strategies of pre-service teachers are developed and investigated to be able to prepare successful face-to-face classes, taking into account that learning through them allows the recognition of the communication capacity between teacher and student. Therefore, it is recognized that strategies are variables that help to develop a good future teacher, always considering the strategy before possibly failing.

5.2.7. Activity in the ELT context

An activity is a specific task or exercise that is used to practice language skills. It is also a component of a method or strategy. For Chizhikova (2020) the purpose of learning activities is to enable individuals to effectively retain new knowledge. This process is internally related to the need to apply the new knowledge learned in real or everyday situations, to obtain some kind of practical benefit in any of the dimensions of life, either work or academic. In the psychological field, these activities can be taken from different points of view which could be defined as theoretical and practical, which have been changed thanks to new technological advances and interactive tools.

Similarly, according to Chizhikova (2020) in relation to the definition of activities, this educational moment is defined as a creative transformation of the environment around us, where work is the basic form of that transformation. On the other hand, the same author specifies that all human activity is characterized by needs, objectives, conditions and means of achievement, which are essential to complete what is proposed in the learning process, being added to the need to learn something new and to feel motivated to do it as well.

Finally, for Chizhikova (2020) the different learning-oriented resources structure the teaching process based on diverse factors that are organized and related to the context in which they are applied, being adapted according to the subjects, roles and times, in addition to the sociocultural factors, as mentioned in philosophy.

5.2.8. Total Physical Response method (TPR)

The Total Physical Response (TPR) method, developed by James Asher in 1969, is based on the principles of language learning through listening and physical movement. As outlined by Richards and Rodgers (2014), the Total Physical Response (TPR) method is grounded in the understanding that the relationship between speech and action is a strong one. Learners respond to verbal commands in a physical way, which allows for stress-free learning. This method is especially effective for beginning or younger learners because it represents how children acquire their first language, through listening, observation, and action.

In a practical application, according to Richards and Rodgers (2014) the TPR entails students physically enacting commands issued by the instructor. To illustrate, the instructor may issue the command "run," prompting students to respond with a physical action, followed by repeating the verbal response. This kind of activity assists learners in internalizing language patterns through action and in strengthening memory retention.

Consequently, as posited by Richards and Rodgers (2014), repetitive physical involvement in activities such as forming circles or following instructions enables learners to engage actively, thereby reducing stress levels and fostering motivation.

In the same vein, Rambe (2019) affirms regarding this method, that J. Asher states that infants acquire their mother language by listening to their parents' instructions, understanding them, carrying them out and then pronouncing the words. Its main objective, then, is to replicate the process of first language acquisition in second or foreign language

classes, implying that the teacher should demonstrate and pronounce commands while the students carry them out, without requiring them to repeat the words.

In the same way, this teaching method according to Rambe (2019) arises based on the concerns of the time in relation to teaching, where it was imperative the need for meaning and communicability in the classroom, both in the material designed by the teacher and in the process that leads to learning. That is why when using this method, the materials and activities should have a logical significance with reality, containing texts, activities and objects that can be found in people's daily life.

On the other hand, Rambe (2019) also states that Total Physical Response method can be considered as a reflection of real daily communication between children and parents, where J.E. Asher states that its main three teaching principles are based on a direct relationship between physical and brain activity, taking into account the two brain lobes (left and right) and creating stress-free learning.

Finally, Rambe (2019) writes about the point of view of Richards and Rodgers where he states that they proposed some key ideas about how kids learn languages that are important for the TPR method. Firstly, they share that kids understand what they hear before they can say it themselves. It's like they're soaking up the language before they try to use it. Secondly, they write that kids follow instructions like commands from their parents, so they get good at listening. This strong listening skill helps them to speak naturally later.

As mentioned above, the Total Physical Response (TPR) method will be developed further in this paper, given its potential to solve common problems faced by beginning teachers in their practice. This method, developed by James Asher, is based on combining verbal commands with physical actions, allowing students to participate actively and without anxiety in the language learning process. According to Richards and Rodgers (2014), TPR

reduces negative emotions such as anxiety and demotivation associated with learning a foreign language, which facilitates more natural and engaging language acquisition. In a practical context, the application of TPR promotes comprehension before production, which aligns with the way children learn their mother tongue. The relationship between physical activity and vocabulary retention, moreover, contributes to dynamic and effective learning, benefiting both young learners and adults in second language learning.

5.2.9 How to use Total Physical Response (TPR) in the EFL classroom

According to Rambe (2019) Total Physical Response (TPR) is an educational approach that seeks to improve both language proficiency and communication skills by associating body movements with language cues. This method is based on the synchronization between speech and actions, where words are linked to specific physical actions designed to strengthen vocabulary comprehension, followed by language practice.

In that vein, Rambe (2019) states that language meanings are represented by means of real objects or actions, where learners practice the shared messages after understanding them, obtaining meaning by listening, seeing, and then acting through physical actions during the development of the class.

Additionally, Rambe (2019) says that many other researchers about language and practitioners call the TPR as "Comprehension Approach", because the central aim of acquiring a language is to be able to communicate effectively by making use of comprehension, where it is stated that understanding must come before the ability of being able of creating.

In the same way, Rambe (2019) says that Asher believes that learning a language happens in a specific order, like steps on a ladder. First, you understand what people are

saying (comprehension). Then, you can start speaking yourself (production). This makes sense because when people were kids, they listened and understood way before they could talk. They learned by being around people speaking all the time, soaking it all in before we tried to say anything ourselves.

Finally, and reaffirming Rambe's statement, Roa (2021) affirms that TPR (Total Physical Response) focuses on the physical aspect of learning, allowing actions linked to the teaching of a second language to be carried out in a natural way mixed with physical activity, thus contributing greatly to the physical, intellectual, linguistic and motor development of the learning children.

5.2.10 Total Physical Response (TPR) in Young Learners

According to Rokhayati, (2017) cited by Nuraeni (2019) the teaching English to youth and adults cannot be treated in the same way, as these groups have very different developmental characteristics. Children on the one hand tend to be quite talkative and active, which is permeated by a lack of concentration and own interests, where they are ingrained to prefer to spend time playing and interacting with their friends. It is then, when the teacher who together with the students is the axis of the class, must be patient and motivating, actively and completely managing the activities to be carried out in the classroom.

Likewise, according to Nuraeni (2019) numerous experts have highlighted that the use of appropriate techniques by the teacher is essential to capture the interest of young learners, during the learning of a foreign language such as English. The facilitators of knowledge, such as teachers, must maintain a relaxed environment and focus on entertaining material that in turn fully imparts educational knowledge. Where, it is imperative to design positive learning with methods adapted to the needs of each student context.

According to Rani (2012), the student population considered as young learners refers to children from nine to 10 years old, who learn in a different way than adolescents or adults. It is then that young learners differ from the other populations since, they get bored quickly, thus losing interest which they retain within a maximum time of 10 minutes. This is when teachers must adapt their educational methodologies to make them attractive to young minds, inviting them to actively participate in them. This becomes a challenge because, as mentioned above, one of the main problems is the distractions in class, where young learners are easily distracted while the teacher is teaching.

Along those lines, Nuraeni & Yohana, (2015), the main demotivation when learning English occurs because the teaching methods of the teacher are located between monotony, where it becomes imperative to select an appropriate approach or method that encourages motivational activities focused on the significant improvement of the retention process of content taught. To achieve the above, then the teacher must be creative in providing didactic material and pedagogical resources of great impact for the students.

According to Ghasemi and Hashemi (2011), young learners have great energy thus they prefer playful activities where they need to move frequently, limiting their attention span. However, childhood is considered the right time for language learning, but this is a time when younger learners tend to be more connected to their environment and prefer physical activities.

As well, Nuraeni (2019) states that when teaching children under the age of seven who cannot yet read and write, it is crucial to employ activities that do not require pencil and paper. This is when the Total Physical Response (TPR) method is the most useful for these cases, where images, mimicry, actions and words can be used, mixing English learning in a fun way that makes the young learners enjoy learning.

Regarding all of the above, Rokhayati, (2017) states that within the advantages of using the Total Physical Response (TPR) Method are the following:

1. It makes young students enjoy playful and movement activities creating enjoyable and motivating learning.
2. TPR is a powerful method to facilitate the recall of vocabulary and phrases, associating physical movement.
3. This method is flexible, which allows it to be used in large and small groups of students.
4. It is not limited to a specific age group. Although it is commonly associated with children, it is suitable for all populations including adolescents and adults.
5. It is an excellent choice for increasing the motivation of students who are energetic and like to be active in class, practicing movement activities along with EFL learning.

Finally, Nuraeni (2019) establishes two types of activities that are recognized as productive using the TPR method. Within the first of them are the imitation of actions following the teacher's instructions, making use of TPR through the fulfillment of orders, using hand movements or illustrated cards. The second one refers to outdoor lessons using movements representative of the vocabulary that need a large amount of space to be performed and that can be impaired or hindered by the reduced perimeter of the classroom.

5.2.11 Total Physical Response (TPR) in Adult Learners

Regarding the teaching of adult learners, according to Silver et al. (2002) Total Physical Response (TPR) is a recommended technique, which can help the recognition of elementary vocabulary such as numbers, dates and times, complemented with various exercises that will support the learners, mixing writing exercises, narration and mime, allowing a more dynamic approach to learning a foreign language, such as English, covering in a didactic way all aspects of learning.

Silver et al. (2002) also state that the steps to correctly develop a class using the TPR method in adults should commonly follow some fundamental steps: first, the presentation of the new topics or vocabulary; second, the practice in order to repeat and reinforce what has been learned; and, third, the evaluation in order to verify the acquisition of knowledge.

On the other hand, according to Silver et al. (2002), in relation to the size of the population to be worked with, an adequate number is eight students, since with more than 10 students there can be many types of interruptions oriented to the waiting for their turn to participate, thus reducing the effectiveness of the lesson. In contrast, when the group has less than six students, a difficulty also arises, which revolves around the number of new words, which must be adapted to a quantity that the students can easily assimilate, which can overload the lesson with excessive vocabulary. As for the number of new words to be introduced in a lesson, a maximum of nine concepts is suggested.

During the review and evaluation phase, it is also mentioned by Silver et al. (2002) that the teacher in charge of conducting the class will determine how many words are suitable for the group with respect to the observation of the development of the class, which should be adjusted to the pace of the students. Where, in more advanced classes the number of concepts or structures can be increased and in basic groups they can be reduced.

Hence, it was noted by Silver et al. (2002) that it is crucial the use of imperatives by the teacher, consistently throughout the lesson along with nonverbal actions. It is pertinent that students do not verbalize the concepts yet, as the teacher should be the only sign of correct guidance, always keeping a positive gesture towards the students.

In relation to the same method, Muresan (2022) states that it should not only be limited to learners with beginning knowledge, but it can also be an effective tool for those with more advanced levels. In relation to adults, this population can have a significant benefit in terms of motivation for learning, which is the main driving force for acquiring a new

language. Thus, the entertaining, engaging and fun activities that characterize TPR create a diverse environment, where adults, who usually live focused on their busy daily lives, forget the stress and learn in a pleasant way, allowing them to enjoy their learning process.

However, according to the ideas expressed by Muresan (2022) although this method can be considered as a method exclusively for very young learners, as it involves physical movement and non-verbal responses, something that some might consider embarrassing for adults or inappropriate. The teacher's job then is to create an environment conducive to learning, where the fear of ridicule is not evident, that encourages and fosters learning through laughter and camaraderie, also strengthening the sense of community in the classroom.

Finally, Muresan (2022) concludes that the educator using this method must break with the common stigmas that consider an erroneous perception of TPR, defining it as an unserious method compared to the concept of adult education, which is mistakenly believed to be serious and structured, with no opportunity for fun and relaxation. It is here where TPR should play a central role, which can make students feel more receptive and open to new knowledge, showing immediate results, generating a sense of accomplishment, which is crucial for adult classes, as they tend to have many responsibilities and little time, leaning quite a bit towards desertion when put to evidence of lack of progress.

5.2.12 Principal Activities of the Total Physical Response (TPR) Method

In the context of teaching adults using the Total Physical Response (TPR) method, several key activities have been identified as being instrumental in enhancing the effectiveness of the learning process. As posited by Richards and Rodgers (2001), it is recommended to commence with straightforward directives, such as "stand up" or "raise your right hand." As students become more proficient in the method, the commands can become more complex, involving actions with objects in the environment. For example, the command

"pick up the pencil and place it under the book" or "open the door and knock three times" would be appropriate. Similarly, it is beneficial to incorporate classroom objects such as books, cups, and other common items, enabling students to perform actions that reinforce their comprehension of vocabulary by associating it with these objects.

Furthermore, according to Richards & Rodgers, (2014) the incorporation of role-playing activities, wherein students simulate everyday scenarios such as shopping at a supermarket or dining at a restaurant, represents an efficacious strategy for the application of vocabulary and grammatical structures in a more natural context. In advanced stages of the TPR approach, reading and writing activities can be integrated to provide students with additional opportunities to listen, copy information, and practice writing new words and phrases.

In that vein, regarding Richards & Rodgers, (2014), another recommended activity is role reversal, in which students assume the role of teacher and issue commands to their peers. This encourages active language production and reinforces learning. These activities are especially useful in teaching adults, as they maintain a dynamic and motivating environment, which helps to reduce stress and increase receptivity to the learning process.

5.2.13 Communicative Language Teaching (CLT) Approach

The Communicative Language Teaching (CLT) approach is predicated on the assumption that interaction is both the means and the end goal of language learning. As Richards and Rodgers (2014) observe, Communicative Language Teaching (CLT) cultivates communicative competence. It encompasses not only grammatical communication but also the capacity to utilize language in authentic, everyday contexts. The Communicative Language Teaching (CLT) approach places significant emphasis on the role of language use

in facilitating effective and authentic communication. This approach prioritizes interaction over the memorization of vocabulary and grammatical rules.

The Communicative Language Teaching (CLT) approach then aims to encourage the implementation of activities that facilitate genuine language usage among learners, encompassing a range of techniques such as role-playing, group discussions, and problem-solving. Moreover, Richards and Rodgers (2014) posit that Communicative Language Teaching (CLT) should adopt more flexible methodologies that are student-centered and can be adapted to meet the specific needs of the learners. It is incumbent upon educators to prioritize the various facets of communicative competence in accordance with the prevailing circumstances and context of the classroom. Given the ever-changing needs of learners throughout their educational journey, Communicative Language Teaching (CLT) courses are designed to address specific skills that align with those needs. For instance, some courses may prioritize developing writing skills, such as resume or essay writing, while others may focus on honing speaking or listening abilities.

Communicative Language Teaching (CLT) is a widely used approach to language teaching that places communication at the centre of language learning. According to Mier and Blanco (2021) this approach was initiated to instigate paradigm shifts in language teaching during the 1960s. Presently, modern society demands language programs tailored to meet the needs of various economic sectors, aiming to cultivate and produce workforces proficient in English amid the global spread of the language.

Additionally, continuing with the ideas present by Mier and Blanco (2021) this necessity has driven the shifts in paradigms. Moreover, the reformation of teaching methodologies has been prioritized, given the demand for more effective language teaching strategies across diverse contexts. The communicative approach to second language

instruction, such as Communicative Language Teaching, underscores the need for using the target language in a more meaningful and natural way.

Likewise, according to Liao & Zhao (2012) and Ozsevik (2010) cited by Qasserras (2023), the communicative language approach (CLT) makes use of various linguistic concepts, among which sociolinguistics, functional linguistics, semantics, and pragmatics stand out. This approach seeks to prioritize the development of the student's communicative ability by placing him/her in a context that allows him/her to develop the language experientially. CLT prioritizes fluency over accuracy and originated in Great Britain where it has been successfully adopted in various ESL/EFL classes.

Finally, regarding the point of view of Han (2022) it is also recognized that CLT is an educational approach that emphasizes practical communication over proficiency. It is also based on the philosophy that language learning is most effective when learners actively use language to convey meaning. Moreover, by encouraging learner interaction, collaborative activities, and real-world communication, CLT equips individuals with the ability to apply language in authentic contexts and for a variety of purposes, making it a fundamental method of language teaching.

5.2.14. How to use Communicative Language Teaching (CLT) in class

Communicative Language Teaching (CLT), when applied in the classroom, should focus on fostering authentic communication using real-life tasks and materials, initially encouraging fluency over accuracy, and promoting learner collaboration. Also, in agreement with Sanako blog (2024) says CLT methods primarily focus on the interaction during a classroom-based foreign language class or remote language learning session, in which language learners produce speech and engage in conversations for most of the classroom time using the target language.

As well as that, according to Sanako blog (2024) the information above is a fundamental aspect of the communicative language teaching (CLT) approach by emphasizing the importance of interaction in language learning, that is, the idea that learners acquire language proficiency through active language use a goal through speaking and conversations. On the other hand, this practical, learner-centered approach is consistent with the concept of language as a communication tool and encourages learners to apply their language skills in real-world situations, both in traditional classrooms and in distance learning environments.

In the same way, Sanako blog (2024) says that in communicative language teaching, interaction between learners is based on cooperative learning strategies, where each learner's progress and success is directly related to the contributions of all group members. This collaboration fosters an environment where knowledge is shared and skills are reinforced collectively, making learning more effective for each participant. A common example of this technique is the use of activities such as role-playing which, because of their playful component, allow students to practice their communication skills, particularly speaking, in a relaxed environment without the pressure of making mistakes. These activities help students develop greater confidence in communicating in the target language.

5.2.15 Communicative Language Teaching (CLT) in young learners

The efficacy of Communicative Language Teaching (CLT) in educating young people has been substantiated by its emphasis on fostering communicative competence through interaction and authentic language use. As was seen in Richard and Rogers (2014) this approach situates young people at the center of the learning process, encouraging their active participation in activities that simulate real-life situations, such as debates, role-plays, and collaborative projects. These activities facilitate not only participation and teamwork but also the development of young people's communication skills in meaningful contexts, thereby promoting learning that is more motivating and relevant to them.

To complement that idea, the ULM (2021) posits that in the context of modern education, CLT is particularly beneficial for young people, as it aligns with their needs for social interaction and their proclivity towards dynamic learning. The utilization of authentic materials, including texts, videos and real-life recordings, facilitates the familiarization of young learners with the language in its most practical and useful form, thereby enhancing their capacity to communicate effectively in everyday situations. This approach also prioritizes fluency over grammatical accuracy, which is advantageous for young learners who may be discouraged by more traditional teaching methods that focus on correcting grammatical errors.

Finally, the University of Texas at Austin (2010) has indicated that the implementation of CLT with younger individuals presents certain challenges. As the method is based on collaborative activities, educators may encounter challenges in assessing individual learner progress. Moreover, some younger learners may require explicit instruction in grammatical aspects that CLT does not always address directly. Notwithstanding these challenges, CLT has demonstrated its efficacy when integrated with other pedagogical approaches and tailored to learning environments. During the transition to online learning during the pandemic, the necessity for flexibility and a focus on communication to maintain the interest and engagement of young learners in virtual environments was underscored.

5.2.16. Communicative Language Teaching (CLT) in adults

According to Qasserras (2023), communicative language teaching (CLT) in adults is a pedagogical technique that emphasizes effective and meaningful language use in authentic communicative circumstances. This method focuses on learners' capacity to speak in everyday situations rather than remembering grammar rules or studying vocabulary in isolation. Communicative teaching is founded on the idea that language acquisition is most

effective when it is done in authentic, practical contexts, allowing students to experience the language in scenarios that reflect its actual use.

CLT is intended to promote meaningful interaction and practical language use among adult learners. Unlike traditional techniques, which may emphasize organized grammar instruction, CLT focuses on activities that simulate real-life circumstances, such as group discussions, debates, and role-playing. According to Dos Santos (2020), this strategy allows learners to improve their language abilities in a more comprehensive and useful manner, preparing them to use language effectively in their daily lives.

In conclusion, as Qasserras (2023) explains, a major principle of CLT is the tailoring of activities and materials to adult learners' individual interests and needs. This means selecting topics and circumstances that are relevant to their personal or professional experiences, hence increasing motivation and involvement in the learning process. Furthermore, providing constructive criticism and making constant adjustments to pedagogical tactics to meet the changing requirements of students is highly valued.

5.2.17. Communicative Language Teaching (CLT) method principal activities

In the context of teaching adults using the Communicative Language Teaching (CLT) approach, Richards & Rodgers (2001) identify several key activities that facilitate the effective development of communication skills. Such activities encompass games, simulations, and task-based communication exercises, including role-play. These activities can be organized with specific materials that encourage communication in pairs, whereby each learner is provided with a specific piece of information that the other learner must supplement.

Likewise, Richards & Rodgers (2001) says that it encourages interaction and collaboration, enabling students to complete tasks together. Similarly, the use of materials

such as signs, advertisements, and periodicals are encouraged, allowing students to participate in authentic scenarios, thereby reinforcing their understanding of the language in practical contexts. Furthermore, social interaction activities, such as debates, group discussions, and role-plays, are central to the CLT approach, as they engage learners in language practice in realistic and meaningful contexts.

Finally, Richards & Rodgers (2001) recommends integrating activities that facilitate the exchange of information, whereby students engage in the sharing of details and the search for answers, thereby enhancing their communicative competence. Furthermore, the utilization of image comparison activities, in which students must identify differences and similarities, or problem-solving using shared clues, is advised.

5.2.18. Issues in practice

To provide an overview of the common challenges pre-service teachers may encounter during their initial teaching experiences, it is necessary to consider the results of research focusing on difficulties encountered in educational practices. According to Bibi and Aziz (2024), who investigated these issues in practicum based on different prior experiences, highlight several key challenges that often arise for pre-service teachers as they make the transition from theoretical knowledge to practical settings. These challenges influence not only their professional growth, but also the quality of their teaching experience the main inconveniences in practice are:

- **Problems with the location of the practice field:** This presents difficulties since many of the places assigned by educational institutions involve long trips and geographical mismatches, being one of the central axes that lead them to perceive a greater expenditure of time, which is quite unsatisfactory for them.

- Guidance and preparation gaps: Most institutions instruct their future graduates in a poor way, so when it comes to going to the practice field in a real context, they feel confused, poorly prepared and lacking confidence.
- Classroom management: Pre-service teachers usually have big problems with very large groups of students. Likewise, the lack of help between students as official teachers and indiscipline overwhelms the trainees.
- Administrative challenges: Another of the main shortcomings is the lack of administrative support from higher education institutions, among which the following can be highlighted: ineffective communication, schedule changes and poor planning when assigning practice locations.
- Difficulties in lesson planning: Planning becomes a difficult task since interns do not have sufficient resources to carry out their lessons properly. Among these, the following stand out: materials, guidance and external support.
- Shortage of resources: Some schools lack essential resources such as drinking water and internet access.
- Heavy workload: Interns suffer from work overload where it is difficult for them to organize their time, since the assigned classes have many students which increases their stress levels.
- Feedback and evaluation problems: The evaluation was often not structured, which generated discomfort among the teaching population.
- Lack of support from tutors/teachers: supervisors and co-teachers were not a great source of support for interns.
- Transportation and scheduling issues: long travel times and unstable school schedules further complicated internships, increasing logistical burdens.

In the teacher training process, pre-service teachers at UNIMINUTO face a multitude of internal and external challenges that impact their professional development and the quality of their classroom experience. According to Bibi and Aziz (2024) external factors are conditions or situations beyond the direct control of the students and internal factors refer to personal aspects and pedagogical skills that students have yet to develop and improve.

It is essential to understand and address these issues to improve the quality of teacher education and ensure an effective transition to the professional environment. The following are the main external and internal challenges that influence the pedagogical practices of pre-service teachers at UNIMINUTO according to the findings seen in the perception survey. See annex 11.

5.2.18.1 External issues.

The lack of organization in teaching practices has a significant impact on the quality of training and represents a significant challenge in practice. López-Rey (2023) asserts that although school organization has undergone changes that facilitate its evolution, it still requires a comprehensive rethinking, deconstruction, and flexibility regarding its existing organizational processes. The absence of clear structure and adequate planning has a detrimental impact on both pre-service teachers and tutor teachers, as well as teachers at practice sites. This not only impedes the learning of pre-service teachers but also engenders a frustrating and uncomfortable experience.

Another significant issue according to the perception survey is the delegation of responsibilities that do not align with the pre-service teacher's role. This occurs when practitioners are compelled to perform tasks that are not related to their functions. These tasks can range from providing childcare during lunchtime or nap time, to feeding, supervising, and assisting with bathroom routines. As Meulen (2019) notes, the misassignment of tasks can

result in an excessive workload for a teacher. When these tasks are challenging, it becomes particularly onerous for a pre-service teacher, who may lack the requisite training and expertise to fulfill them. This can be especially problematic for pre-service teachers whose performance may be adversely affected if they fail to meet these responsibilities.

In the case of the answer the pre-service teachers stated in the perception survey, the lack of support from tutors is also a common obstacle in internships. When junior teachers are not provided with adequate support, they may feel disoriented and lack the necessary guidance to improve their performance. Hence, without guidance and supervision, students may be unable to identify areas for improvement. Additionally, pre-service teachers may lack a reliable source of support when problems arise in the internship sites, which can further contribute to low motivation in the teaching context.

Ultimately, according to the pre-service teachers in the perception survey, the overload of tutor teachers represents a factor that affects the quality of internships. In most cases, tutor teachers are burdened with a considerable workload, which often precludes them from providing adequate supervision and guidance to their interns. The considerable workload that tutors are required to undertake has a detrimental impact on their performance and the quality of the tutoring they can provide to their students. This creates an environment in which interns are unable to receive the attention they deserve and require to complete a satisfactory internship.

5.2.18.2 Internal issues.

Internal problems in teaching practice range from classroom management to inadequate training. Classroom management is an essential skill to have, but many pre-service teachers struggle to master it due to a lack of real-world experience. Wolff et al. (2021), say that the way a teacher manages situations in the classroom is based on their

experience and knowledge, this makes them able to predict and solve serious problems in the classroom, for this reason, it is so important that pre-service teachers can gain real experience that will allow them in the future to solve potential problems that arise in the classroom and not panic.

Likewise, as it was noticed in the perception survey , the lack of practice training is another big problem that is more common than it seems, many students find it difficult to relate the theory learned in the classroom, with the places where the practices are carried out, because the intensive classes do not always have the necessary support to apply the theory in a real and clear context, the lack of relationship between theory and practice limits the opportunities for future teachers to gain a good and functional professional development.

Besides, a significant challenge is the difficulty in adapting didactic materials to the diverse needs of students in a single classroom. This represents a significant obstacle for pre-service teachers.

It is often challenging for pre-service teachers, who are novices with limited experience, to modify or create materials that can be tailored to the diverse needs and abilities of students in a classroom setting. Such classrooms often comprise students with varying skill levels, learning styles, and individual requirements.

As stated by Teacher's Corner (2018), it is of paramount importance to adapt the content in a manner that enables students at all levels, from beginners to intermediate, to interact with the material in an effective manner. To illustrate, the sentence "Could you tell me which way Dobson's bookstore is?" could be simplified for a novice learner to "Where is Dobson's bookstore?" This alteration makes the structure more straightforward and easier to comprehend. Conversely, intermediate learners can practice more complex sentences such as

"Do you know where Dobson's bookstore is?" to further challenge their skills without overwhelming them.

Furthermore, inadequate time for teaching practice, a lack of suitable teaching materials and the existence of unsupportive environments represent significant challenges encountered by pre-service teachers during their training. As Lebala et al., (2024) observe, these challenges not only impede the overall teaching experience but also diminish its utility, as they significantly restrict the opportunity for aspiring educators to apply theoretical knowledge in real-world contexts. Ultimately, this limitation creates obstacles to their professional development and growth as effective teachers.

These challenges, according to Lebala et al., (2024) illustrate the significance of practical experience, both in the field and in the classroom. When pre-service teachers could engage directly with students and teaching practices, they are better prepared to address and overcome the various problems that may arise during their teaching careers. This enables the development of problem-solving skills, fostering resilience and confidence that allow professionals to navigate difficulties without succumbing to panic. By effectively addressing these challenges, future educators can cultivate their skills and enhance their preparation for the complexities of the teaching profession.

Ultimately, taking in mind the results of the perception survey, a lack of experience represents a significant challenge for pre-service teachers, as it heightens anxiety when confronted with authentic scenarios. This dearth of experience stems from the insufficient time allotted for pre-service teachers to hone their pedagogical abilities during intensive classes. Even in tutorials, which are typically brief and to-the-point, there is limited opportunity for pre-service teachers to develop their skills. It is crucial that intensive classes assign tasks with authentic contexts, wherein pre-service teachers must deliver an entire class

to facilitate learning and identify and rectify shortcomings in their teaching abilities. Moreover, effective distribution of responsibilities by professors is vital for students to comprehend their roles and expectations.

5.2.19. *The UNIMINUTO Foreign Languages Bachelor's degree*

The bachelor's degree in foreign languages with emphasis in English at UNIMINUTO is a complete career that has several aspects that contribute to the formation of the professional who will graduate at the end of the instruction in their Alma Mater.

First of all, the mission and vision of this educational center is focused on the development and construction of foreign language graduates with pedagogical, linguistic, research and social skills, in order to improve and contribute to the education of the Colombian society and promoting ethical values of the philosophy of the university educational institution, teachers who graduate from this degree can be leaders and researchers seeking social change through the application of their profession in real world contexts, being professionals committed to new innovative methodologies that are adapted to the needs of today's society and applied in favor of modernization. (S. Concha, personal communication, September 29, 2024)

Secondly, the program is based on a praxeological pedagogy, which focuses on the action of the human being in different contexts of life itself. During the curriculum, students will mix different theoretical pieces of training with practice, which contributes to the development of critical and reflective professionals. The professional in foreign languages at UNIMINUTO is not only a teacher with a good command of languages, but also a trainer, researcher and manager of change. (S. Concha, personal communication, September 29, 2024)

Regarding the application to enter this university and this specific career, students in their first steps in the degree must be people who have a basic or advanced level of English

and show interest in critical analysis, having a great willingness to learn specifically the foreign languages, with a taste for teaching and learning in general. In contrast and when a student completes their career completely, they could be considered as an integral professional who shows in their daily life the philosophy of the university, being critical, reflective and innovative, being able to put into practice the theoretical knowledge in the learning environments in which they will teach, being a designer of didactic materials and manager of processes linked to research, managing the classroom and its surroundings in order to improve the educational quality with regard to the teaching of languages and social formation of Colombia. (S.Concha, personal communication, September 29, 2024)

Finally, the graduate in foreign languages, thanks to the work in praxeological, social and formative practice, will be able to work as a teacher of English, French or Portuguese in basic, middle and higher education levels, being able to participate in different environments of continuous training as institutes and language centers exercising roles of research, action and teaching, advising and generating impact on their students. (S. Concha, personal communication, September 29, 2024)

5.3 Legal framework

Within the scope of Pedagogical experiences of pre-service teachers facing in-person EFL classes, it is recognized that the legal framework plays an important role in establishing and providing the rules and/or regulations that guide the actions within the situations presented throughout this monograph. It also clarifies the stability to protect the rights of the actors involved, namely the students of the bachelor's degree in foreign Languages with an emphasis on English.

The intention of this is to assimilate and provide protection of the rights of these individuals as well as the UNIMINUTO organization, facilitating cooperation and trust between peers. For example, in this context of pedagogical experiences it can be established

that the legal framework helps to provide focus on the effectiveness of the application of methods to solve problems that have arisen in the practitioners' practice sites. Also, this in-depth analysis will help to understand those regulations that manage and influence the issue of pedagogical experiences of pre-service teachers facing in-person EFL classes.

Finally, it aims to maintain the in-depth analysis of the pedagogical experiences and the impact that this has on the practitioners of the same career. It also aims to generate a clearer and more comprehensive perspective of how laws and regulations have both a positive and negative impact on this issue, as well as to generate recommendations to improve their application, usability and effectiveness in the field.

5.3.1. National and International Education Legislation

In Colombia, education plays an important role in the development of the country, where each of the regulations that are established will help to create and develop a more enriching educational system for the actors being these students, teachers, etc. For this reason, it is intended to analyze those laws and decrees that regulate education in Colombia daily, to maintain impartiality in this monographic document, where educational and protection rights will be fundamental for its development.

Firstly, it is highlighted the Ley General de Educación (Ley 115 de 1994) that establishes the bases of education in Colombia, where it points out the general rules to regulate a public service such as education, whose function is to meet the needs and interests of people, in both areas of family and society. Likewise, it is focused on the principles of the Constitución Política de Colombia, maintaining the right to education, free will towards teaching as well as learning and research, this being of a public nature. Also, its structuring is focused on its educational levels from pre-school to education for work as well as human and informal development, being directed to the whole Colombian population.

On the other hand, it is determined and defined that the monograph is established based on the Decreto único regulador del sector educativo (Decreto 1075 del 2015) which establishes the objectives where it aims to define and compile the applicable rules to the education sector in Colombia. In order to design standards that can define the fundamental level of education ensuring the quality of training of the same people ranging from teachers to students, also aims to guide higher education in the framework of university autonomy, thus maintaining equitable access to help ensure the quality of the same sector exercising the functions of regulation, inspection, monitoring and evaluation, with the same purpose of establishing the implementation of strategies, quality and coverage goals.

However, it is important to establish that the experiences described in this monograph have led to the clarification of the international framework in which the main objectives are to show the different declarations, conventions or objectives found to define the framework of education. Firstly, it is recognized under the Universal Declaration of Human Rights (1948), according to article 26 (UN General Assembly, 1948) that allows the development of the right to education, where although it can be free, in the elementary and fundamental stages. It allows then to recognize that education must be accessible and equitable for all, determining its good use both in those who are teachers, those who are growing up in the environment and those who are educated as the main actors.

Likewise, according to the Convention on the Rights of the Child (1989), which in its article recognizes the right of the child to education, promoting international cooperation to eliminate ignorance and illiteracy worldwide. This is developed in the monograph given the circumstances of the type of practices that are offered and that the practicing teachers must take into account for a good development of the same, taking into account that the use of the same intends to recognize the guarantee of an equitable and inclusive education under the same rights of the student and teacher.

As well, one of the key points of focus in the Sustainable Development Goals (SDGs) of the UN (2015), according to the development goal number 4, is to ensure inclusive, equitable and quality education, where it is important to promote lifelong learning opportunities for all, thus enabling a fair and key development for trainers and students, key actors in the national or international education system. Furthermore, the relationship between the two sides depends on the extent to which the objective itself is guaranteed, thus establishing a development that involves the equity of this right in the classrooms of both the basic and fundamental sectors.

In conclusion, both national and international frameworks highlight the importance of these regulations, where the development and evolution of education, both in its reception and its teaching, depend on the improvement and regulation of the Colombian education system, where the influence of the international framework unfolds in a fair and equitable manner, thus promoting lifelong learning opportunities for the actors that influence the education environment. In this case, the correct application, regulation and constant probing of the laws, articles, objectives and decrees mentioned, will allow the educational processes of university institutions or places where student practices are presented as UNIMINUTO, allow a correct growth of their students and teachers.

5.3.2. Educational Policies and Teacher Training Programmes

In Colombia, most of the Colombian education is governed under national policies regarding teachers support teacher training EFL important basis that highlights the objective of the monograph, initially these policies are developed to highlight the educational quality of the country since according to Portal MEN (2024) which states that policies and strategies for initial and continuing teacher training in Colombia as these are essential for the improvement of educational projection and its establishment in society. Likewise, these policies make it possible to recognize and promote the professional development of the country's teachers,

where the actions of the different actors in the education system are reflected in the aims of improving the quality of the system itself.

Firstly, the *Política de Formación de Educadores* from *Ministerio de Educación Nacional* (n.d) relates to and seeks to address today's educational challenges to promote the professional improvement of in-service or professional teachers. It also develops five specific and key strategies that define the review of the background of these, together with the construction of base documents, and the definition of discussion meetings. On the other hand, since 2007, different actions have been carried out, which allowed the creation of preliminary documentation, together with the holding of workshops and national meetings; on the other hand, it should be noted that the consolidation of the education system itself has always been a topic of interest that has allowed the active and continuous participation of various entities for the development of the policy.

Notwithstanding, it is also established that universities in Colombia offer various teacher training programmes apart from the basic institutions, as stated by Ríos (2019) in his analysis of the education system, where he highlights the similarities and differences between national and international educational levels, emphasizing the term education as a fundamental right. On the other hand, it clarifies the need for robust policies that allow for the training and professional development of teachers, where professional improvement and quality standards for teaching should be applied. For this reason, a recommendation is made to improve the education system by including investment in educational infrastructure, equitable access and the continuous strengthening of teacher training policies.

In the same way, part of the policies is the *SITEAL - Plan Nacional de Desarrollo* (2022), where this plan establishes part of the strategies and achievements in teacher training, mentioning those advances and challenges in teacher training in Colombia along with the training processes within the framework of the PND 2018-2022. Initially, its objective is to

develop the quality of education through teacher training, emphasizing professional development as well as pedagogical improvement.

Also, it is recognized according to the Ministerio Nacional de Educación (2022) in the same development plan document and its focus on teacher training that the implementation of strategies such as training programmes, workshops and courses that specialize in strengthening teachers' pedagogical and didactic competencies. On the other hand, this approach has an expected impact where it is expected to increase the effectiveness of the same teaching in classrooms, thus generating a strengthening and promotion of inclusion and equity.

Finally, it is concluded that national teacher training policies in Colombia allow for the improvement of education in terms of quality. Furthermore, the policies do not only seek to confront current problems, but also to promote the personal development of those student-teachers, both in theory and in practice. On the other hand, it is highlighted that the use of different strategies and access to continuous actions have allowed the main actors and entities of the educational environment to have an active participation in the establishment and consolidation of the system.

In addition, it is recognized that Colombian universities complement the strengthening of teacher training programmes that should be aligned to the needs of teachers in the process. On the other hand, it is emphasized that educational policies are a major part of the development of pedagogical improvement through the professional growth of teachers, focusing and strengthening competencies such as those strategies implemented in training, workshops and courses, seeking to improve the effectiveness of teaching in a classroom, always promoting inclusion and equity in the system.

5.3.3. Rights and duties of pre-service teachers

In the first place, when establishing the rights and duties of teachers, it is noted that more of their responsibilities and/or protection are focused on policies that help to improve the teacher training process, in this case the situation of those trainees who are in teacher training. Furthermore, these laws will help to establish a clear purpose for the actions, processes to be followed, and obligations of each teacher.

Initially, it is established that under the Ley General de Educación 115 de 1994 del Congreso de la República (1991) it is intended to recognize the general norms that help to regulate the public service of education in Colombia, since one of its objectives is to guarantee the quality and accessibility of education, favoring the integral development of the personality, the validity and respect of human rights and democratic participation.

Eventually, this same Ley 115 of 1994 aims to establish under three important articles the teacher's academic freedom, which is the fundamental key to the rights and duties that teachers should have. Firstly, it is recognized that under Artículo 1 de la Constitución política de Colombia (1991) it is established that education in Colombia is based on an integral vision of the human person and on the fundamental freedoms of teaching, learning and research. On the other hand, this law recognizes the relevance of respecting and promoting the diversity of pedagogical approaches, as well as the autonomy of the teaching profession in education.

On the other hand, Artículo 2 de la Constitución Política de Colombia (1991), maintains that the educational service of teachers must include freedom of teaching and research, since it is stated that teachers have the faculty to design and develop their own curricular programmes, without leaving aside the laws and fundamental principles of education that establish limits to this freedom, that is to say that also the way these curricular

processes are applied must have an educational background on the part of the institutions towards their teachers, whether they are pre-service teachers or already established.

At this point, it is noted that education in Colombia also aims to establish an integral development of the personality of students, in accordance with Artículo 5 de la Constitución política de Colombia (1991), which recreates that fostering or developing freedom of thought and expression is established with respect for human rights. Likewise, teachers should play a fundamental role in promoting fundamental values in the student's teaching process.

On the other hand, the perspective of the rights and duties of teachers according to Educador (2023), establishes that part of the rights of teachers is to give fair and respectful treatment, as well as to receive it from their students, co-workers or parents. Likewise, physical integrity must always be paramount, where dignity must be respected, where any humiliating or degrading treatment is forbidden. This leads to the key point that the rights that should be least violated are those that protect and demand continuous training, thus establishing that their knowledge is constantly updated to develop a good professional development and that this allows the right to association with professional entities, federations or associations to be successful.

On the other hand, Educador (2023) states that the duties of the same establish criteria such as meeting the requirements of planning and organizing classes, where guiding, promoting and motivating students is a fundamental key to the good development of their educational training.

Finally, under the different laws and articles, each of the rights and duties to which a trainee teacher is also bound were mentioned, making it known that each of the processes follows an important regulation, which must be constantly verified to establish whether they are correctly applied or fulfilled. It is also recognized that each of the above-mentioned

characteristics should always protect both the teacher and the student from an assertive development of the educational process.

5.3.4 Regulation of Teaching Practicum

Internships at UNIMINUTO are regulated under regimes such as the Constitución Política de Colombia or Consejo Académico General, which state aspects such as the regulation of internships within the institution. Therefore, according to UNIMINUTO (2018c) Artículo 08 de 2017, the definition of internships within the institution is related where its focus is to integrate theory and practice in a real context, thus seeking to develop professional skills, and to generate opportunities for growth in the labor market.

Likewise, internships are governed under Ley 115 de 1994, where one of their purposes is the training of the internship at work, which is re-established and reinforced with Ley 789 de 2002, which helps to define the learning contract that helps to develop and establish the training of the internship. Additionally, these are supervised allowing for their due compliance by the Decreto 1075 de 2015 as it includes the quality conditions for the relationship with the external sector and the use of different educational media that regulate educational training.

On the other hand, professional practices at the UNIMINUTO are a mandatory requirement for obtaining the degree, where principles such as Christian humanism, ethics, and sustainability must be followed. Also, the fundamental purposes are to include and provide a suitable learning space since according to Artículo 4 del Consejo Académico General Minuto de Dios (2018) it is intended to provide a structured learning place, integrating theory and practice, creating opportunities to meet the labor market.

Also, according to chapter three of the classification of professional practices in UNIMINUTO (2018), they are classified in entrepreneurship, research, or international

scenarios, and must comply with the academic conditions established by Centro Progresá. On the other hand, according to article 8 of the same document, it is established that the duration of the internship must follow the educational project of each program and may exceed the time of the academic period, thus generating an important factor, which is the affiliation of the intern to the social security system.

Finally, the evaluation of the internship includes visits and accompaniment by the professors, and the qualification is based on the educational project of the program, the training plan and the reports of tutorials and visits. The internship must be completed before the deadline for submitting documents as degree applicants. Thus, concluding that internships are regulated under a modified institutional system that changes according to the needs that each academic program establishes, and it is also highlighted that the rules that govern them are applied under a system that is not very rigorous but substantial for the protection of the interns themselves in the process of training.

Chapter 6: Methodological design

6.1 Methodology

In the case of this project, the Case Study method was used. This research paradigm was useful for the monograph, because it focuses on exploring the lived experiences of pre-service teachers through qualitative methods such as interviews and questionnaires. On the other hand, it also means that the researchers participated in the process of documenting those findings and analyses made or encountered from the pedagogical experiences of the practicum teachers.

In addition, it was considered that the Case Study method was the correct method, because Creswell (2013) states that intention is worth more to carry out the Case Study. From this, it can be detailed that the qualitative Case Study illustrates a unique case since its interest is described, and detailed. Otherwise, the same intention of the Case Study is to focus on understanding a specific issue or problem, thus selecting a case to have a better understanding of the problem.

Likewise, it is considered that this method fully encompasses all the main objectives of the research, where the main point rather than being an action is to thoroughly investigate the problem and present possible strategies as a solution, involving real cases or contexts, leading to a starting point and several alternative endings but without applying the strategies in real time, just observing and provide based on the experiences.

6.2 Type of research

The methodology of the project was mostly qualitative, the only quantitative data was collected during the perception survey process. Also, during this project a Case Study was used where Priya (2021) recognizes that Case studies are usually a qualitative design in which the researcher must deeply explore an event, activity, or process of one or more individuals. Likewise, it is recognized that the cases must be limited according to the type of

activity and the specific time in which researchers have or must collect detailed information using a variety of collection processes during the established or sustained period. Therefore, the depth of the research itself and the right to analyze the different data on those practicing teachers and the problem presented allow the research to be of a qualitative type, since it is intended to develop and investigate the diversity of the same, without dismissing possible strategies but without being the main point of the research itself.

6.2.1 Research approach and method

Based on the qualitative methodology research, it was found that according to Bhandari (2023), the following definition perfectly explains why the research approach must be qualitative since the aim is to collect and analyze findings not related to numerical data because their purpose is to understand concepts and opinions. In this way, it can be used to obtain further knowledge of a problem, generating new ideas for the research itself. However, this approach was chosen because the methods used best suit the research, such as surveys, interviews, etc.

Moreover, the Case Study was useful for research because it focuses on collecting data from experiences. Just as Merriam (2020) states this type of research is like accessing a completely complex world but rich in information such as experiences lived by the selected individuals. In the same way, it allows you to listen to the stories, observe the actions, and obtain a nuanced point of view or perspective of what is being investigated.

6.3 Stages of the research

For the appropriate development of the research proposal as a Case Study this research was developed with one of its ramifications and that is intrinsic, since according to ATLAS.ti (2024) is an intrinsic case can be conducted according to the full interest in the

selected case of the researcher, thus making it an inherent need to know the root and the bottom of the problem, without seeking generalizations.

Nevertheless, it is intended to follow the steps that the intrinsic Case Study model handles, since according to Hassan (2023) there are several steps but there are some concrete ones that help to lead the research style towards the intended purpose starting with steps such as define the research question, select the case, collect data, analyze data, draw conclusions, reviewing the data and the analysis with participants or other experts and concluding with the form of the project i.e. the written part and that which determines the conclusion together with the findings of the study.

Considering the above mentioned and in light of the research, the authors of this project, after making comparisons between steps and authors to optimally perform this Case Study, it was decided to use those mentioned by Crowe et al., (2011) who state and establish the following steps:

6.3.1 Defining the case

According to Crowe et al., (2011) this is the first step in conducting a good Case Study and is where the questions that will guide the research are established. That is why the importance of delimiting the questions and adapting them to what it is desired to find is imperative. The research question should be formulated carefully, based on the research of previous studies, considering the existing theory regarding the context in which the study will be developed, which will give solidity, clarity and relevance to the analysis.

In this order of ideas, according to Crowe et al., (2011) it is pertinent that at this point the case is delimited, establishing its nature, time for its development, population, organization, geographic location, evidence to be collected and priorities for data collection and/or analysis. In addition, this step should make use of a theoretical approach that will be

the main generator of applicable knowledge, where relying on theory can provide an understanding and reflection on the possible opportunities for achieving the desired results or failing in the research interventions to be carried out.

6.3.2 Selecting the case

Secondly, according to Crowe et al., (2011) the selection of case studies is a relevant process that requires a great deal of thought. An intrinsic Case Study is one that is chosen because of its own merits and particularity, i.e. it is chosen for its relevant characteristics in the eyes of the researchers without the need to be a representation of a broad population.

In the same way, Crowe et al., (2011) says that the instrumental Case Study is recognized, which has as its main research focus to provide information on an extensive phenomenon. In this case, the researcher conducting the project decides to focus on a general issue or topic. This approach is useful to make associations by means of conclusions that lead to the prediction of results in conditions similar to those investigated.

In the case of collective or multiple case studies, according to Crowe et al., (2011) several research opportunities should be selected that allow comparing the data obtained between them to analyze the results obtained, thus strengthening the hypothesis to be demonstrated and giving validity to its conclusions. In this type of Case Study, the selection of several opportunities for analysis allows the replication of the results obtained, reinforcing the theories, where a certain number of replications will be necessary depending on the theoretical difficulty.

However, within the selection of cases, according to Crowe et al., (2011) the main factor on which the researcher must focus is access and availability, where access to the population must be guaranteed in a simple way. This access is therefore important because without it, the study cannot be carried out effectively. Likewise, when selecting case studies,

it is important to determine not only the importance of the case, but also access, otherwise the opportunity to have a case that represents an important research advance will be truncated. Finally, when selecting a case, it is important to emphasize confidentiality and anonymity as an ethical consideration, ensuring data protection, so it is pertinent that ethical considerations are addressed from the beginning of the selection process.

In the present research project, it was decided to focus on multiple cases to collect relevant evidence through different individuals who share the same characteristics. Likewise, it was decided to use as a population the ninth and tenth semester students of the bachelor's degree in foreign Languages in UNIMINUTO, due to their availability and easy access. Finally, the selected case studies were presented as voluntary and available participants.

6.3.3 Collecting data

For a complete understanding of the Case Study, according to Crowe et al., (2011) the researcher should focus on data collection through the acquisition of different samples using different methods that will be a source of evidence, making use of different qualitative and quantitative forms within which it can be highlighted: interviews, observations, surveys, etc. The above to carry out the pertinent triangulation of data, seeking to obtain similar conclusions by approaching the subject from different points of view.

In the case of the present research, three different data collection methods were used. The first one was the perception survey to identify if the analyzed problem was real in the institution. Secondly, semi-structured interviews were conducted with 10 student volunteers regarding the internship experience. Finally, two observations were carried out in each selected population, in the above-mentioned institutions to evaluate possible problems and anticipate possible solutions.

6.3.4 Analyzing, interpreting and reporting case studies

Interpreting and making sense of the data according to Crowe et al., (2011) is the last step, a tedious process that requires reflection and analysis of the values obtained, which must be described in a detailed and arduous manner. In multiple case studies, it is essential to first analyze the data from each individual case before making comparisons between them. It is important to pay attention to the values obtained between the literature and the samples taken in the investigation.

The framework approach according to Crowe et al., (2011) is a practical method of analysis for large volumes of data when a long-time frame is not available. This approach has five steps: familiarization, identification of a thematic framework, indexing, charting and mapping, and interpretation. Finally, case studies as a research method can be effective in testing theories and reinforcing previously created explanations with respect to the context of the case under analysis.

6.3.5 The steps of this research

For the development of the present project, different moments were carried out following the steps mentioned beforehand. First, the problems were identified, which were related to the issues the pre-services' teachers had during their early process in practice. Later, the problems encountered were described according to the data obtained that was analyzed at the end to propose different strategies in the form of tips to improve the discovered problems, which is going to result in giving feedback on the findings of the investigation in a workshop or meeting with the students of the first semester.

In the same way, the observation of the issues regarding different populations were developed, this to compare the data obtained in the observations with the experiences reported by the practitioners, thus helping to identify the central problems of this research.

The proposed strategies were not applied directly but were based on the observation and experience of the pre-service teachers of the degree who are in the last semester of their undergraduate studies at UNIMINUTO.

Finally, a reflection was made based on the entire research process, based on the information collected, and giving feedback based on the results of the investigation.

This will be done using a workshop to provide tips and results to students who are in the first semesters of the degree, so that they can avoid future issues in their practices, through prevention and awareness, making them the main characters in their job as teachers from the very first moment and providing them with strategies that will be efficient for their time ahead in the degree.

6.4 Population and sampling technique

6.4.1 Population

As it was already mentioned in the micro context, the population that was taken into account in this research project were the students considered as pre-service teachers, who belong to the ninth and tenth semesters. These students are also studying the bachelor's degree program in foreign languages with emphasis in English at the UNIMINUTO.

Considering the above, most of the students that were included in this project graduated from rural or private schools and are studying in the morning branch at the principal campus of the university. However, it should be noted that students who are in the last semester of the degree (tenth semester) are studying only virtual subjects due to the high demand of practice/work hours that the current curriculum of the academic program establishes.

Moreover, regarding the practice and teaching experience of pre-service pre-service teachers, it should be clarified that the educational project of the degree emphasizes the teaching practice of students so that they can gain experience in the field anticipating problems they may have as their future teaching work in the real world. Thus, as mentioned before, the curriculum has seven subjects of practice in the teaching of the English language, one in the teaching of the third language (French or Portuguese), and a Practice in Social Responsibility. All this, with emphasis on the design of materials and acquisition of theory applicable to real life in EFL, so that the profile of the pre-service teachers is congruent to the graduate profile established by the program which was mentioned before in the theoretical framework.

6.4.2 Sampling technique

First, one of the forms of sample selection was purposeful sampling. According to Patton (2002) cited by Palinkas et al. (2013), this type of sampling is a tool of mostly qualitative research, which is based on the selection of specific cases that can nurture the research in an appropriate way, when resources are limited. Thus, in this monograph, when selecting the population that was going to be the sample to be investigated, it was asked about the experiences in practicum, both positive and negative, where the pre-service teachers who believed that they would complement this research in a pleasant way presented themselves voluntarily in order to tell their memories and experiences.

Similarly, according to Cresswell & Clark, (2011) cited by Palinkas et al. (2013), purposeful sampling consists in identifying and selecting participants with experience in the problem to be investigated. In pertinence with the current research, it is worth mentioning Bernard (2002) and Spradley (1979) cited by Palinkas et al. (2013), who emphasize that when it comes to this form of sampling it is important, in addition to the knowledge and experience

of the participants, to evaluate their disposition and desire to participate. Where, the researched must be willing to communicate pleasantly their experiences and opinions, reflecting on them. For this reason, when selecting the population, not only was it considered that the pre-service teachers were in their last semester, which would broaden the range of experience, but also the availability of the participants, which, as was mentioned in the micro context, was voluntary.

Finally, a non-probabilistic sampling was used in this project, where taking as reference the quota of the sampling model which according to Davis (2005) cited by Taherdoost (2016) is a style and type of non-random sampling technique in which the participants are chosen according to the basis of characteristics are already planned so that the total sample has the same distribution of characteristics as the general population. Thus, it is pertinent to assert that the investigated participants have almost the same characteristics, since they are studying the same bachelor's degree and share several traits, e.g., social strata, demographic background, gender, age, semester, etc.

6.5 Data collection instruments

6.5.1. Semi- structured interview

In the context of the present research project, it can be defined as one of the most important instruments since it allowed to know and interact with the population to be investigated. According to Virginia Tech University (2018) interviews facilitate the explanation, deeper understanding, and exploration of the opinions, behaviors, experiences, and phenomena, among other aspects, of the research participants. It can be said that the interviews determine through a generalized but individual survey how they feel, what they know, what can be improved, and what would be better in the aspect of improving issues

during EFL Classes. Likewise, this interview is given to clarify the problems and objectives established throughout the project.

In this perspective, according to Sampieri et al. (2014) the main characteristic of the qualitative interview is that it is more personal, flexible and open. It can be said that this data collection process is an exchange of information between the interviewer and the interviewee, where it is possible to construct different types of meaning according to the questions asked about a specific topic. Interviews can be of three types: structured, semi-structured and open-ended.

First, Sampieri et al. (2014) states that in structured interviews the researcher will follow a format that does not allow for flexibility and is composed of pre-designed questions without the possibility of skipping or skipping any of them. In contrast, semi-structured interviews are more flexible, giving the freedom to introduce questions that were not previously designed in order to clarify the answers that have been obtained previously. Third, open-ended interviews offer the greatest flexibility to adapt to the direction the conversation may take.

In qualitative research, for Sampieri et al. (2014) it is crucial that the interviewer listens attentively and fosters a calm and trusting atmosphere, avoiding answers that force a premeditated response or qualifiers that may be misleading in the conversation. Likewise, when investigating, the interviewer must also manage the environment well, making sure to eliminate each of the distractions that may appear at the time of data collection and that may affect it, always informing about the purpose of the interview and the use that will be made of the information.

Finally, Sampieri et al. (2014) says that the interview should be conceived and developed as a natural dialogue, avoiding any kind of sarcasm or pressure, the interviewer

should seek to share knowledge by showing interest, curiosity and respect for the answers he/she is getting from the person he/she is listening to.

6.5.1.1 The interview development.

Considering the above and in order to establish a suitable interview for the present research project, a comparative of both authors mentioned above was made to select which will be the organization of the interview and the step by step to follow.

Table 2

Interview steps based on authors

Aspect	Virginia Tech (2018)	Sampieri et al. (2014)
Presentation and contact	Introduction and explanation of the purpose.	Prior contact, ensure confidentiality by setting up the meeting to conduct the interview.
Interview preparation	Clear design of the questions.	Brainstorming about the questions that are going to be asked.
Confirmation and punctuality	Not mentioned.	Confirm the appointment in advance.
Registration information	Record and take notes.	Audio, video, notes and digital notes register.
Consent of the interviewee	Confidentiality at the beginning.	Prior consent form.
Beginning of the interview	Formal introduction and explanation of purpose.	Prior talk to enter in matter and explanation of the process.
Development of the interview	Flexibility in the questions and avoid biased or qualifying questions.	It recommends active listening, analyzing verbal and nonverbal communication.
Closing the interview	It is not detailed.	Add information or share experiences about the interview.
Post-interview	Transcript and analysis.	Summary and analysis, including the context of the interviewee.

Source: Own elaboration based on the information that was stipulated about the interviews

by Virginia Tech University (2018) and Sampieri et al. (2014).

After that, it was decided to follow the steps of Sampieri et al. (2014) in order to create the different questions that were applied. These questions were asked to the practitioners regarding their experience in practice, so that they could relate their opinions and facts on how they solved the different problems that appeared in the practicum scenarios assigned by the university, using the two methods studied in this research, which were Communicative Language Teaching (CLT) and Total Physical Response (TPR).

Within this interview, there were: five characterization questions, four questions to evaluate the previous knowledge acquired during the theoretical subjects of the internship, two questions to evaluate external factors, six questions about the application and effectiveness of the selected approach and method and two regarding tips for future pre-service teachers. **See annex 2.**

6.5.2. Survey

This instrument establishes that use questions carried out to the chosen population can be useful to determine subjective feedback of what could be the general or individual problem. For this reason, Botha (2021) states that surveys are highly valuable for qualitative research due to their ability to gather extensive and diverse feedback from participants. They can also bring to light insights that researchers may not have previously contemplated.

On the other hand, considering what is expressed by Sampieri et al. (2014) in large group research, questionnaires or surveys are one of the most common instruments when collecting data. This form of data collection is made up of different open or closed questions related to one or more variables, which must be aligned with the problem and question to be solved. In addition, there are two main types of questionnaires. Closed questions in which participants must choose between one or more answer options which are selected in favor of

the researcher. Finally, open-ended questions do not limit the answers but allow an unlimited number of answers that can vary according to the type of study and the population surveyed.

6.5.2.1 Getting the perceptions

In the case of this research, a survey was conducted before starting the project, which was called “Perception survey” to evaluate the feasibility of the research in relation to the existing problem. In this survey, 17 questions were presented; four of them were about characterization and 13 of them were in relation to the presence of difficulties and listing them. This questionnaire also included five open-ended questions and 12 closed-ended questions.

In relation to the objective of this perception, it was considered as the main inspiration to the desire of investigating this topic and to analyze and include the memories of 32 pre-service teachers in practicum in order to identify some problems they had giving them a first look for their initial construction in the theoretical framework whose advances were confirmed in chapter 8. **See annex 3.**

6.5.3 Observation sheet

Delve & Limpaecher (2022) state that this method allows the researcher to observe, interact and obtain a detailed view of the participants in their real environment where they move from day to day. This approach of data collection facilitates an understanding of the culture or people who are the study population.

According to the author mentioned before; to conduct observational research, the first step is to obtain the necessary permissions to conduct the observations. It is important to have backup plans in terms of interview materials, as well as planning for basic needs such as eating and toileting. With respect to key steps, it is imperative to define the objective of the research, formulate questions and design a guide that structures data collection, establishing

the mode of data collection and the format in which data will be collected. Once in the field, observations should be made, organizing and transcribing the data collected using qualitative coding methods.

In contrast, Sampieri et al. (2014) states that as the research progresses, different elements and units can be identified that are desired to be obtained according to the different observations to be made, information that can be corroborated later with interviews with the relevant population in relation to the research. Likewise, the problem statement must be considered to establish the aspects to be observed, always maintaining high expectations to obtain the key elements.

6.5.3.1 The observations development.

In the current research paper, this instrument was designed according to the ideas exposed by Sampieri et al. (2014) and considering the main points that were expressed by Delve & Limpaecher (2022) since it allows the researchers to determine how the populations that were to be investigated acted through observations.

Similarly, through this instrument, as it was mentioned above, the three researchers of this article conducted observations in two different populations with whom they were interacting as pre-service teachers. Thanks to this, it was possible to observe the issues and evaluate the possible applications of strategies related to both the method and approach selected to solve the issues when teaching English as a foreign language (EFL).

The observed populations were two classes of children under 10 years of age, who belong to the grades second and third of an elementary public school and the young adults from Instituto y Colegio Británico who are in an average age between 17 and 19 years old.

See annex 4.

6.6 Ethical considerations

According to Mirza et al. (2023) ethics is the main issue that deals with morality as it concerns research of any kind. Likewise, the same author expresses that ethics determines what is right and wrong and how researchers should approach their work, emphasizing the rights and interests of the participants that the researcher must respect, where it is crucial that the participants are protected above the solution and collection of data. Thus, it is preferable to affect the research than a participant. The following paragraphs explain the main ethical considerations considered for the development of this research project according to the authors mentioned beforehand in their article.

6.6.1 Ethic of respect

First, Mirza et al. (2023) who cite BERA (2004) state that all individuals who participate in research should be treated with equality and respect, especially those who come forward voluntarily. Where, their origins and beliefs should be considered without any kind of distinction. The researchers must then free themselves from making distinctions between race, sex, age, religion, political beliefs, lifestyle, among others. All people involved must then be treated fairly and respectfully, valuing their contributions and input. Then it is important to avoid any language that belittles or demotivates participants. Also, they should be able to express themselves freely, using the language they feel most comfortable with.

6.6.2 Relationship with Participants and Conflict of Interest

According to Mirza et al. (2023), when conducting research and the directors of the research are friends of some of the participants, a clear and marked line must be maintained that divides interpersonal relationships from the results obtained in the research, differentiating personal relationships from professional ones, maintaining a more formal

relationship during the period of time related to the research and the taking of results in order to avoid its alterations.

6.6.3 Informed consent

Following what was expressed by Mirza et al. (2023), it is important that an informed consent be presented to each of the participants prior to carrying out the research, since the participants must be informed of the objectives and ethical issues of the project, which include confidentiality and anonymity, avoiding any type of distortion of information and giving priority to transparency.

Considering the above, for the development of this monograph, different informed consents were applied and distributed. First, the 32-perception surveys, participants were informed that by answering the survey they were giving their consent for the processing of the data. Second, in relation to the observations, the individuals observed were informed in advance and agreed to be part of the research, with the prior approval and permission of the academic coordinator of the institution who gave their consent to carry out the research. Finally, the pre-service teachers interviewed gave their consent to be audio recorded while giving their answers and signed the format. See annex 7 and 8.

6.6.4 Incentives

Continuing with what was stipulated by Mirza et al. (2023), it is not ethical to offer any type of material incentives that benefit the population that is going to be involved, since if this action is carried out, the data would be conditioned to those incentives. However, participants can benefit from knowing the results and participating in constructive discussions during them, so the possible benefits of the research and its support to the community should be highlighted.

6.6.5 Confidentiality and Anonymity

At this point, as also mentioned by Mirza et al. (2023), the main concern of researchers should be to protect the privacy of the data of the participants in order to guarantee the proper management of the data collected. Only the researcher should have access to the results and sensitive information, therefore they should be stored in a safe place and out of the public eye.

It is important to clarify that at no time was personal data of the participants in this research revealed, nor photographs or videos were taken without their prior authorization.

6.6.6 Reporting back to the Participants

According to Mirza et al. (2023) at the end of the research, participants should be informed about the findings and conclusions of the research whenever possible by the researchers, where the researchers can send each of the individuals a copy of the results obtained thanks to the participant. In this research, all participants will be informed at the end of the monograph of the findings, in the same way, to socialize the tips with the students of early semesters of the career, an informative talk will be held at the university.

6.6.7 Trustworthiness of the research

Finally, Mirza et al. (2023) state that to ensure the credibility of the data collected by researchers and the reliability of the findings, research directors should generate an environment of trust with the participants and employ strategies such as triangulation of data collection methods. Thus, in the present research, three types of data collection methods were used: perception survey, pre-service teachers' interviews, and field observations of teaching.

Chapter 7: Before analyzing the data

This chapter presents the analysis of the data collected through the three instruments mentioned above during this research. First, as it was mentioned before, this research was mostly qualitative in nature, however, during the perception survey, data and figures were taken by the researchers themselves. In addition, the data would be presented as percentages and graphs, which exemplify the first perceptions of the problems in practice in relation to a general piece of the selected population.

Considering the above, according to Creswell and Clark (2017) there were many similarities regarding the stages of data analysis in relation to qualitative and quantitative studies. Within these stages it was pertinent to highlight different sequential steps within which were presented: data preparation, data exploration, data analysis, representation of the results, interpretation of the analyses and validation of the data and conclusions obtained.

7.1 Preparing the data for analysis

First, in order to analyze qualitative data, according to Creswell and Clark (2017) several steps are contemplated, the first of which is to prepare the data by means of transcription, either for observations or interviews, with the aim of transforming them into word processing files for later analysis. The researcher must then transcribe the data word by word and then check the accuracy of the transcribed text. At this step, the data analysis can be done manually or at the researchers' discretion using various forms of qualitative data analysis software.

In this research, the coding of the qualitative data was developed manually through the creation of Excel files, where the relevant codes were separated according to the categories that were most repeated in the instruments. **See annex 11, 12 and 14.**

7.2 Explore the data

In relation to the ideas of Creswell and Clark (2017) in order to carry out the exploration of the data in the qualitative analysis, all the material obtained through the different instruments designed must be read. During the review, different sources of data such as observation notes, diaries, meetings, photographs and interview transcripts are considered. It is then that brief notes are taken that would shed light on the subsequent analysis, allowing the creation of sub-groups or categories, classifying them into codes or themes. A codebook can also be developed, which groups together the codes identified in the database. This codebook, which was updated as new codes emerge or others were eliminated.

In the case of this research, all the data that was extensive, as in the case of interviews, was separated into files in order to have better management of them. The interviews were organized by questions in an Excel file after transcription and translation, trying to preserve the anonymity of the participants. **See annex 13.**

7.3 Analyzing the data

In this step, as claimed by Creswell and Clark (2017) that data analysis begins its orientation to the answer the problem question of the general research project, where the researcher must take the data and classify them into different codes that would be created based on the previous transcription, either by using a qualitative data analysis program or manually. Also, in the case of the data analysis, several qualitative coding software are useful to carry out one of the main characteristics of qualitative analysis: coding, which was a process of grouping evidence and classifying ideas into smaller units that were created based on the data collected and the researcher's personal criteria.

In this project, as mentioned above, the coding was manual and based on the written data and transcriptions previously collected.

7.4 Representing the data analysis

Similarly, taking up the ideas of Creswell and Clark (2017), the presentation of data in a qualitative analysis is mainly based on the creation of discussions about the findings obtained, where it is possible to elaborate diagrams or figures that represented the data obtained. This is when evidence is written using subcategories, citing specific quotations, using different sources of data or theories. In addition to this type of discussion, visual elements can be used to exemplify the research findings such as maps, tables, or figures, presenting the different relevant topics based on what was obtained in the tabulation.

In this project, graphs and tables were created using two technological tools, the first one was Excel and the second one Canva (<https://www.canva.com/>). In the same way, the quantitative data for some of the perception survey questions, which were found in various parts of the project, such as the justification and the development of the problem were created automatically with Google Forms.

7.5 Interpreting the results

When talking about research whose variants are other than numerical, Creswell and Clark (2017) affirm that the analysis of the data should be carried out in a similar way to quantitative research. First, one must begin with a simple summary of what the researchers had found by making comparisons in relation to existing research in the field that has been observed, including personal experiences and experiences when describing and analyzing the data obtained. In this research method, then, the capacity for reflection and the point of view of the people conducting the research were highlighted. Finally, an interpretative part is included where the limits of the study and future extension recommendations are exposed.

In this project the data was analyzed considering the categories previously established in the coding, these data would be compared between instruments, in order to follow the objectives: describing, analyzing and finally proposing improvement strategies as tips.

7.6. Validated the data and results

Finally, in qualitative research, according to Creswell and Clark (2017) the central focus is validity as opposed to reliability. Validity, in this case, is then determined considering the criteria that the researcher, participants and reviewers considered relevant. In order to assess the validity of qualitative data, it is imperative to evaluate accuracy, considering aspects such as credibility, transferability, consistency and confirmability.

For this purpose, different strategies are presented, among which the following are established:

- Verification by the participants, where the research findings are shared to confirm if these really correspond to their told or lived experiences.
- Triangulation of data: Reviewing what you want to find from different perspectives and from different participants.
- Report contradictory evidence: include information obtained that opposes the initial perspective.
- Ask others to review the data: Second reviewers of the data may be faculty or colleagues familiar with qualitative research or people external to the research.

To summarize, the researcher in qualitative research seeks to highlight one's own point of view. When reliability is taken into account in qualitative research, it is generally related to the assistance of multiple coders in analyzing the results obtained regarding the instruments applied using a coding manual, and then comparing the data with each other.

In this research, the data were validated through triangulation of findings, ensuring consistency across multiple sources. Additionally, data review followed the procedures outlined in this chapter, with careful coding conducted by the researchers.

About this first look at all the instruments, which was oriented to the identification of problems, the triangulation of the results was carried out as specified in Table 3.

Table 3*Specification of the findings expected to be identified by means of each of the instruments*

INSTRUMENT NAME	EXPECTED DATA COLLECTED
Perception survey: Survey applied to pre-service teachers of the ninth and tenth semesters.	<ul style="list-style-type: none"> -Confirmation of the existence of problems in practice. -Identification of the areas of difficulty in practice. -Establishment of the level of preparation with respect to the first practice. -Main concerns of the practitioners with respect to EFL teaching. -Recognition of the impact of pre-service teachers' difficulties. -Identification of functions not corresponding to what is stipulated in the teaching practice. -Identification of the perception of tutors' support. -Establishment of the environment in which students have difficulties in practice.
Observation format applied into 2 populations	<ul style="list-style-type: none"> -Identification of problems in children and young adults. -Identification of the root causes of the problems. -Determination of the impact on teaching practice. -Recommendations for problem improvement and action steps.
Interview: Pre-service teachers' perceptions and evaluation of the effectivity of TPR and CLT	<ul style="list-style-type: none"> - Characterization of the interviewed population.

-Evaluation of the knowledge about the theory seen in theoretical subjects and in relation to CLT and TPR.

-Identification of internal and external difficulties.

-Identification of problems with children and young adults.

-Establishment of strategies for incorporating TPR and CLT.

-Problem identification using both methods.

-Identification of the relationship between TPR and CLT as solutions to specific problems.

-Evaluation of students' response to both tools.

-Establishment of tips and advice for first semester students.

Source: Own elaboration according to the expected findings of each instrument of the research project.

In this monograph, the validation of the instruments was carried out through three ways, the first one was the socialization with the participants to state the veracity of the data. The second one was triangulation, since it was important for an investigation to compare the data from different points of view, because according to Barroso et al. (2019) validity and checking the data is relevant when conducting qualitative research due to it is the central axis to establish the accuracy and reliability of the data, where the most common method for it is the triangulation of the findings.

Finally, the researchers of this project reviewed the data several times together with the mentor teachers to check its reliability by means of summaries and coding books.

Chapter 8: Results

In any type of research and in everyday life, data is of the utmost importance. Firstly, according to Chaudhary (2023) data refers to the central axis of modern society, where different pieces of information can be classified into two types, related to numbers or quantitative or related to information other than numbers or qualitative, which are recorded and analyzed. This data can be collected by different means, known as research instruments, such as: scientific research, records, transactions, social networks, etc.

On the one hand, advancing with Chaudhary (2023) ideas, the scientific method, of which data is a part, focuses on the collection and analysis of information in order to solve research problems through analysis, clarifying and formulating hypotheses or theories, identifying gaps in areas of knowledge and drawing empirical or formal conclusions.

In this monograph, as mentioned above, the data was analyzed through the creation of coding books manually and comparative analysis between the three instruments applied. Also, they were analyzed following the objectives of the research, to solve the problem question and cover the general objective which was:

To evaluate the effectiveness of Total Physical Response (TPR) and Communicative Language Teaching (CLT) based on the experiences of pre-service teachers from the ninth and tenth semesters of the bachelor's degree in foreign languages at Minuto de Dios University, after their teaching practicum with young and adult students in face-to-face classes.

On the other hand, the coding of the data and the presentation of the result was done considering the specific objectives, which were based on the identification, description, analysis and solution of problems in the classroom of pre-service students, so this section was the shed light on the solutions, presented as tips.

Then, this chapter presents the data obtained through the instruments, especially with the interviews of teachers, using the Case Study method.

It is important to clarify that all the information will be described for further analysis and discussion.

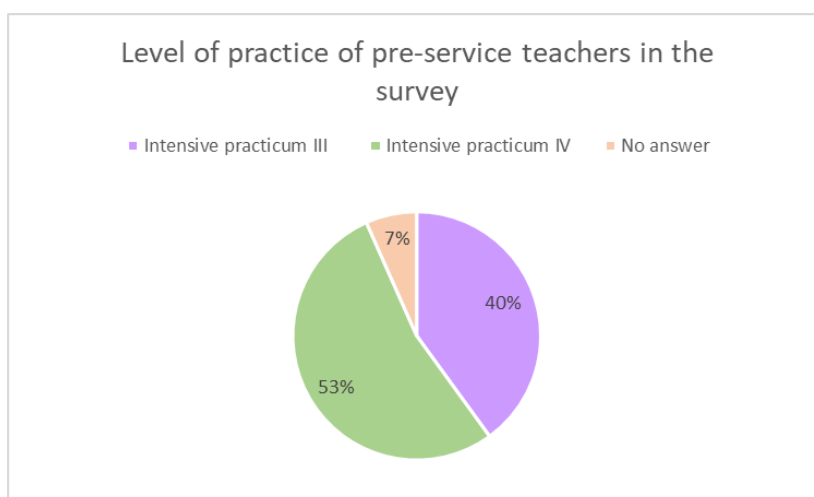
8.1. A first look to the investigation relevance

This section will briefly describe how the survey of perceptions of difficulties in practice led to the creation of this project. Likewise, as mentioned previously in different sections of this monograph, this was the first step to follow before cementing the research problem along with the objectives.

First, through the application of a survey of open and closed questions, the level of practice of the pre-service teachers who answered the survey was inquired.

Figure 8

Level of practice in which the pre-service teachers who completed the perception survey are in.

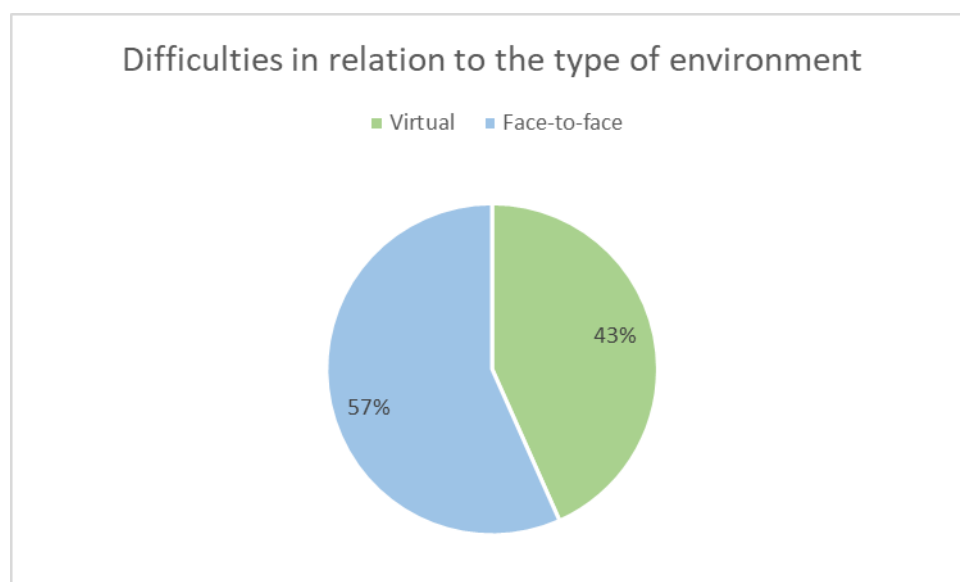


Source: Own elaboration based on a survey – perception survey conducted to pre-service teachers from the bachelor’s degree in foreign languages program at UNIMINUTO regarding their teaching practicum.

According to the previous graph, it is affirmed that most of the students participating in this survey are in their last semesters of their bachelor's degree in languages, where 53% of them, which corresponds to 16 participants, are taking Intensive Practicum IV and 40%, which corresponds to 12 participants, are taking Intensive Practicum III. This is relevant in the study since the respondents correspond completely to the selected population: Pre-service teachers in the last semesters of the career.

Figure 9

Environment in which pre-service teachers have had the most difficulty in practicing.



Source: Own elaboration based on a survey – perception survey conducted to pre-service teachers from the bachelor's degree in foreign languages program at UNIMINUTO regarding their teaching practicum.

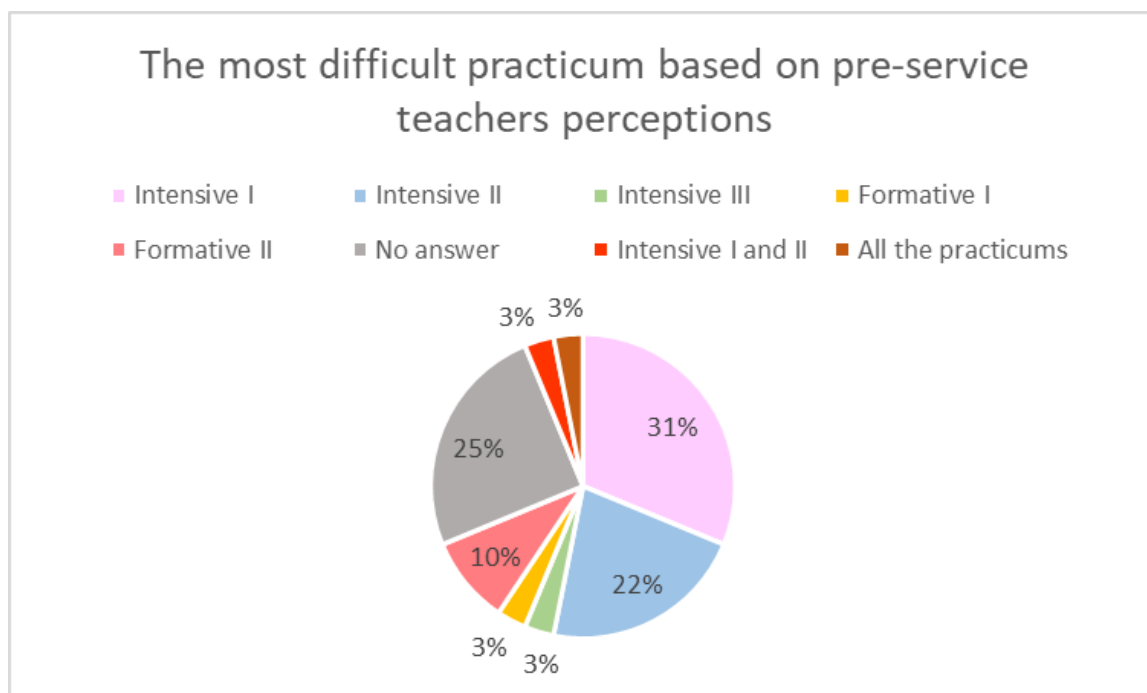
According to the previous graph, it was first determined before starting the research in which environments the pre-service teachers encountered more difficulties during their practicum processes. As can be seen in the figure, although the results are quite close, the

face-to-face environments were the most challenging for 57% of pre-service teachers, in contrast to the 43% who indicated that they had more difficulty in virtual environments.

This is important because based on this, the researchers decided to base the study and the solutions in face-to-face rather than virtual environments identifying not only the problems encountered but providing a solution for them using Communicative Language Teaching Approach (CLT) and Total Physical Response Method (TPR).

Figure 10

What has been the most difficult practicum of the career so far for pre-service teachers?



Source: Own elaboration based on a survey – perception survey conducted to pre-service teachers from the bachelor’s degree in foreign languages program at UNIMINUTO regarding their teaching practicum.

The results in the graph above show that Intensive I, is the most frequent practicum, representing 31.25% of the responses, followed by Intensive II with 22%. Also, 10% of the

participants mentioned Formative II, while Intensive III, Formative I, Intensive I and II, and All the practicums were each mentioned by 3% of the respondents. In addition, 25% provided no response. These data indicate a clear preference for intensive practicums, especially Intensive I, followed by Intensive II.

It is then, considering this information that this study is oriented to two main practicums: Intensive Practice I and Intensive Practice II, carried out in the seventh and eighth semester respectively, whose populations are related to children or young apprentices and young adults in most cases.

8.2. Pre-service teachers' Case Study characterization

Firstly, it is important to clarify that this study includes two different populations: the observed group and the pre-service teachers pursuing a degree in foreign languages. In this section, the description will focus on characterizing the 10 participants from the Case Study who took part in the opinion interview and shared their experiences, because they broadly supported this research through their opinions and beliefs in dealing with problems in face-to-face environments.

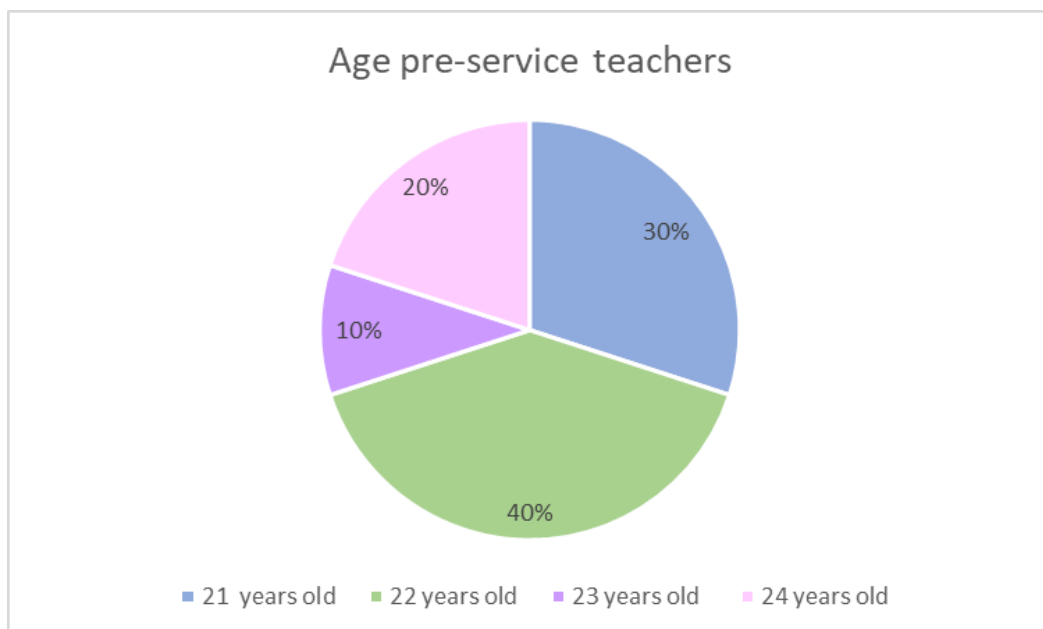
Likewise, it is important to mention that the characterization of the observed populations and the participants who completed the perception test has already been detailed in the micro and macro context sections, as well as other parts of the project.

Secondly, important information about the pre-service teachers was obtained by interviewing them, where major variables such as age, gender, social status and current occupation were considered. These variables were selected because according to Ibrahim, Z et al. (2015) contextual, personal, gender and age-related personal factors or characteristics significantly influence the motivation and resources of pre-service and graduated teachers.

That is why, in this monograph these factors were selected as they can have a relevant influence due to the availability of resources that pre-service teachers may have for their teaching practice and it can be a source of influence in the depth of analysis of the practical memories that they could bring to the study. Additionally, this characterization was intended to give a general overview of the sample of 10 pre-service teachers who volunteered.

Figure 11

Age of the interviewed pre-service teachers from the bachelor's degree in foreign languages, English program at UNIMINUTO.

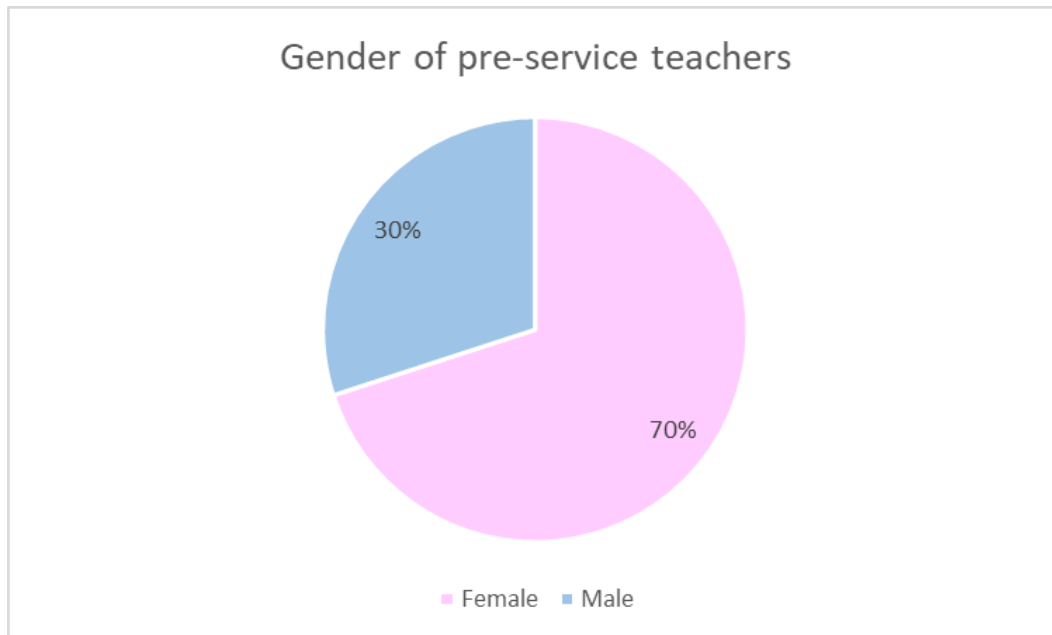


Source: Own elaboration based on the interview implemented to pre-service teachers in the bachelor's degree in foreign languages program at UNIMINUTO

The figure above represents the ages of the pre-service teachers surveyed, which range from 21 to 24 years old. According to the research conducted, 4 of them are 22 years old which represents 40%, 3 of them are 21 years old which represents 30%, 2 of them are 24 years old which represents 20% and finally 1 of them is 23 years old which represents 10%.

Figure 12

Gender of the interviewed pre-service teachers from the bachelor's degree in foreign languages, English program at UNIMINUTO.

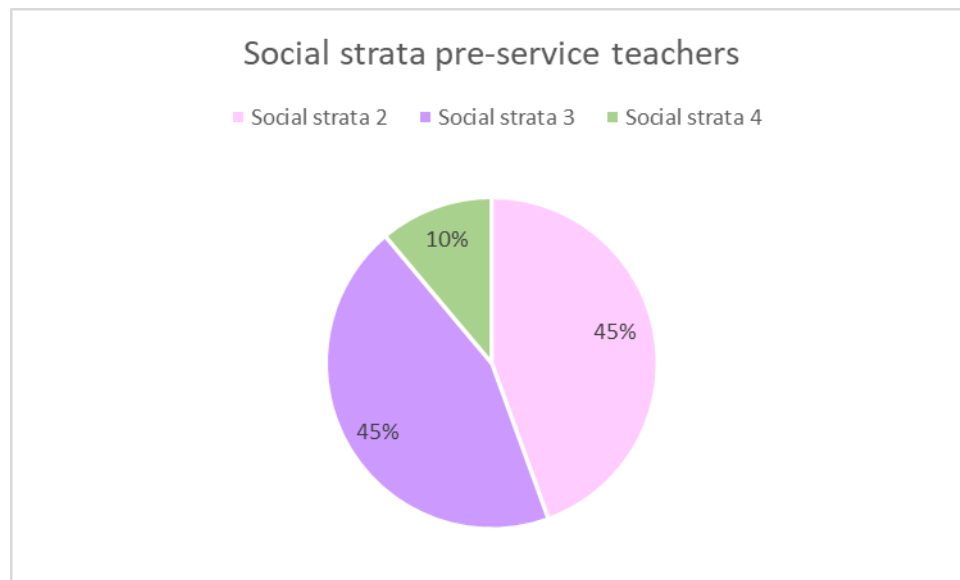


Source: Own elaboration based on the interview implemented to pre-service teachers in the bachelor's degree in foreign languages program at UNIMINUTO

The gender of the interviewed population shows a presence inclined towards the female gender with 70%, which is equivalent to 7 female professors in training against 30% corresponding to the male gender with 3 participants. This data had already been noted previously in the perception survey where it can be inferred that in the bachelor's degree in foreign languages with emphasis at UNIMINUTO there is a majority presence of the female gender as well as among the participants of this monograph.

Figure 13

Social strata of the interviewed pre-service teachers from the bachelor's degree in foreign languages, English program at UNIMINUTO.



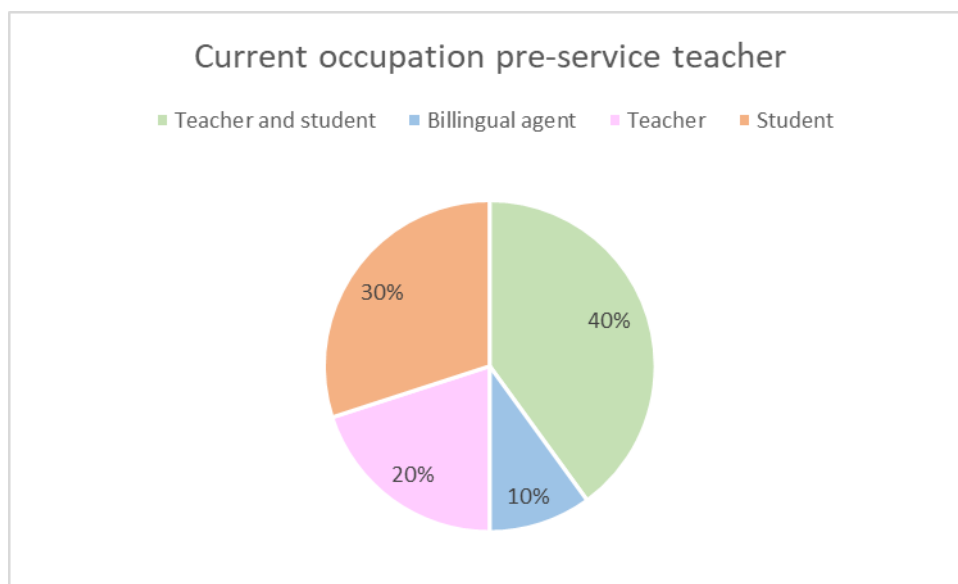
Source: Own elaboration based on the interview implemented to pre-service teachers in the bachelor's degree in foreign languages program at UNIMINUTO

According to the figure above, there is an equal division regarding the economic stratum 2 and 3 of the pre-service teachers. First, it can be affirmed that most of the pre-service teachers who participated in this Case Study belong to these strata since both categories have 45% with a total of 4 participants each. Finally, regarding economic stratum 4, this stratum has 10% with only one participant.

This is important since the economic solvency of pre-service teachers as mentioned in previous studies, may determine the ease of getting to assigned practicum sites or workplaces and the ease of access to the creation of materials that sometimes must be paid with pre-service teachers' own money.

Figure 14

Current occupation of the interviewed pre-service teachers from the bachelor's degree in foreign languages, English program at UNIMINUTO.



Source: Own elaboration based on the interview implemented to pre-service teachers in the bachelor's degree in foreign languages program at UNIMINUTO

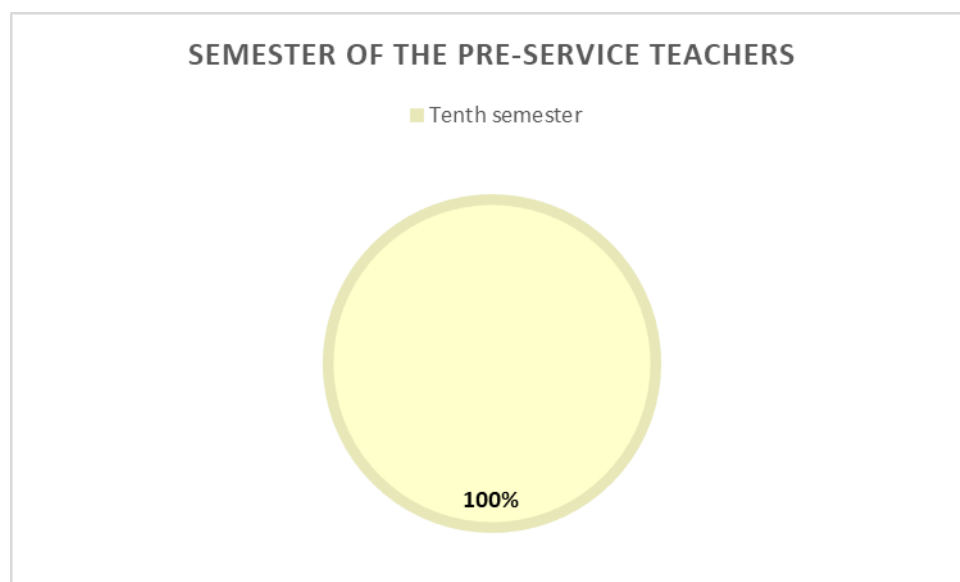
The previous figure shows the current occupations of the pre-service teachers, where it is evident that although none of them have graduated, thanks to the university preparation that they are currently completing, they have been able to find work in different English fields, among which academies and institutes stand out.

The first 40%, which corresponds to four pre-service teachers, indicate that they are working as teachers while they are finishing their degree. On the other hand, 30% indicate that they are only undergraduate students at UNIMINUTO and are not working. Likewise, 20% of them indicate that they are only working as teachers because they lack some degree requirements to complete their degree and finally 10% indicate that they are working as a bilingual agent in a recognized Call Center.

This category is important because it first shows that the graduate profile established by UNMINUTO is being fully met, since many of the pre-service teachers, despite they have not graduated, students have been able to enter to the labor market of foreign language teaching. Similarly, it is pertinent to mention this variable since, being a population about to finish their careers, they have had different experiences, which according to the findings are complemented by the new learning of working life in the field of language teaching.

Figure 15

Current semester of the interviewed pre-service teachers from the bachelor's degree in foreign languages, English program at UNIMINUTO.



Source: Own elaboration based on the interview implemented to pre-service teachers in the bachelor's degree in foreign languages program at UNIMINUTO

Finally, in the last question of the characterization of the population, it is possible to realize that all the students or pre-service teachers with the degree in foreign languages are in their last semester of their career. This total population constitutes 100% of the interviewees, being pertinent to infer that they are part of the most senior trainees in the degree in the period 2020 to 2024, citing the curriculum of UNIMINUTO (2018b), where it is established

that to reach 10 semester and take the Intensive Practice IV, all must take certain theoretical and practical subjects as a requirement to complete their credits and graduate as teachers trained in teaching a second and third language.

8.3 Principal findings encountered through each instrument

This section will begin with the identification and description of the findings point by point of each instrument in order to account for the research objectives, both general and specific, before the triangulation of information obtained.

First, the identification of problems will be made by specifying which of the three data collection methods were used to arrive at this statement. Similarly, in relation to the categories identified, examples of participants' responses will be provided to give a more specific overview of each finding.

8.3.1 Identification of general issues in practice

Through the interviews, the following problems were identified as shown in the table below.

Table 4

General issues identified according to the experiences of the interview pre-service teachers.

Category	Frequency	Example of answer
Methodology Adaptation	1	My main difficulty when I started was adapting to a new methodology. The methods used in my first class were different from what I had previously learned, and it took me about six months to get used to using English textbooks, as I was only familiar with the ones used at the university and in my school.” (Main difficulties starting teaching, participant 1)

Classroom Discipline Challenges	2	<p>“The most challenging part was classroom discipline. I hadn’t received any training on managing student behavior, so figuring out how to keep children organized and engaged without distractions was difficult, and it impacted my ability to manage the class effectively.” (Main difficulties starting teaching, participant 2)</p>
Beyond Grammar Teaching	1	<p>“The main difficulty was not knowing what to do beyond teaching grammar. For example, when teaching the verb "to be," I taught the grammar and structure, but I struggled to find ways to apply it in context, such as providing texts where students could identify the verb and pronouns.” (Main difficulties starting teaching, participant 3)</p>
Time and Classroom Management	1	<p>“My biggest challenges were time management and classroom management. I often felt I didn’t have enough time to complete activities, and when I entered the classroom, the students were disorganized. Even with the teacher present, I had to raise my voice to gain their attention, which often left me with a sore throat, especially during my first day” (Main difficulties starting teaching, participant 4)</p>
Authority and Support Issues	1	<p>“My main difficulties were a lack of authority, classroom management, voice modulation, and the lack of support from my tutor. Sometimes tutors are overwhelmed with multiple responsibilities, such as teaching various English, didactics, and French courses, leaving them with little time</p>

		to assist trainees adequately.” (Main difficulties starting teaching, participant 5)
Communication	1	“Communicating is complicated, especially with children, as they have a different way of communicating. Additionally, not seeing ourselves as teachers makes it harder to track and ensure effective communication, where both students and teachers learn from each other.” (Main difficulties starting teaching, participant 6)
Inexperience	1	“Inexperience is crucial. We aren’t prepared for students who don’t want to work, causing nervousness and difficulties in managing the class and maintaining discipline without getting reprimanded.” (Main difficulties starting teaching, participant 8)
Confidence	1	“Teaching grammar and using English without referring to Spanish was challenging because theory doesn’t teach how to use the language for teaching” (Main difficulties starting teaching, participant 9)
Working with Children and Youth	1	“Initially, working with children was hard due to their scattered attention and lack of activity scheduling. With youth, their lack of enthusiasm made it difficult to complete planned activities” (Main difficulties started teaching, participant 10)

Source: Own elaboration based on the interview implemented to pre-service teachers in the bachelor’s degree in foreign languages program at UNIMINUTO

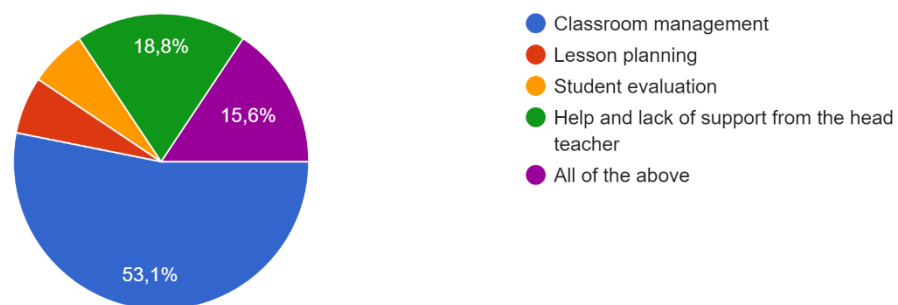
The table above represents the main difficulties faced by pre-service teachers during their various practicum experiences, which are related to adaptations to different methodologies, behavior management, and time and classroom management. The lack of training in these areas, such as classroom discipline management and authority, is a recurring issue among the participants. Similarly, pre-service teachers also report problems in communication and in putting theory into practice where the difficulties are aggravated by inexperience and lack of confidence appear as key factors that impact the ability of new teachers to handle difficult classroom situations. Finally, the need to develop strategies that go beyond the problems highlighted here.

Figure 16

General issues identified according to the perception survey applied to pre-service teachers.

Which of the following areas do you think could have represented a difficulty during your teaching practice in the Bachelor of Foreign Languages program?

32 respuestas



Source: Own elaboration based on the interview implemented to pre-service teachers in the bachelor’s degree in foreign languages program at UNIMINUTO

The figure above shows the various problems mentioned by the interns in the perception survey, where classroom management stands out with 53.1%, the lack of support from the tutors or teachers in charge of the educational institution with 18.8% and all the

above with 15.6%. Finally, planning and evaluation are mentioned as minor categories, both with 6.25%.

Table 5

General issues identified according to the open questions in the perception survey applied to pre-service teachers.

Category	Frequency	Example of answer
Lack of organization	5	Lack of organization and excess of activities and formats (Difficulties in practicum, participant 4)
Classroom management	4	Classroom management. I had over 40 students in the same space (Difficulties in practicum, participant 2)
Lack of students' interest	4	The participation of the students and their attention, as well as their age (1 to 2 years old (Difficulties in practicum, participant 6)
Lack of support of tutors/teachers	2	The lack of a teacher at school made me lose motivation because due to my lack of experience working with children I felt like I was going crazy. Likewise, my tutor didn't help me at all, She only gave me empty advice and never addressed my complaints. (Difficulties in practicum, participant 1)
Lack of practical preparation	2	Not been well prepared due to the lack of information about how to manage them. It was mostly said the theoretical part of how people learn or the strategies to teach, but there was never any kind of practical justification shown (Difficulties in practicum, participant 13)

Lack of experience	3	This was the most difficult mainly because I didn't have the knowledge of how to work with 40 kids at the same time. I think that it lacks the pedagogical knowledge to teach classes to the population specifically of childhood and how to manage the indiscipline. (Difficulties in practicum, participant 11)
Lack of resources	1	Well, At the beginning of the last semester I did not have a great affinity with Students due to lack of materials and motivation (Difficulties in practicum, participant 16)
Lack of technology	1	In the school where I did my practicum, there weren't any technological tools, making the developing of the class difficult and boring (Difficulties in practicum, participant 18)
Lack of confidence	1	I was not familiarized on the way I could talk in the class and the way I could control my nervousness (Difficulties in practicum, participant 14)
Lack of lesson ideas	1	Ideas to teach a topic (Difficulties in practicum, participant 10)

Source: Own elaboration based on the perceptions survey implemented to pre-service teachers in the bachelor's degree in foreign languages program at UNIMINUTO

The table above represents another aspect of the challenges found in the perception survey where five main challenges are mentioned, being the lack of organization the most common, followed by classroom management and lack of student interest. Additionally, the lack of support from tutors or professors also affects the experience, as pre-service teachers feel demotivated and neglected, which can increase their sense of insecurity.

Likewise, pre-service teachers highlight the lack of experience in practice despite the theoretical preparation they have during their career as education students, where problems such as lack of resources, technology and confidence add complexity to the process, preventing teachers from using innovative tools or feeling confident in front of the class. Finally, students sometimes express that they lose their creativity when designing lesson plans, which adds to the problems that generate discomfort in the classroom as practicing teachers.

8.3.2 Identified issues with children

In this section, the different problems related to the population of young apprentices or children will be identified, in order to add to the different difficulties that the pre-service teachers had to go through during the Intensive Practice I course.

Table 6

Issues while teaching children identified according to the experiences of the interview pre-service teachers.

Category	Frequency	Example of answer
Discipline	1	"With children, the main challenge is maintaining discipline in the classroom." (Problems with children and young adults, participant 2)
Attention	1	"The main issue with children is maintaining order and focus, as they have short attention spans." (Problems with children and young adults, participant 4)
Group Management	1	"With children, group management and authority are recurring difficulties." (Problems with children and young adults, participant 5)
Teaching and adaptation strategies	1	"I struggled with teaching young children because I didn't know how to approach them effectively, especially when they

Communication and encouragement	1	couldn't read. I felt stressed, but observing a teacher helped me adapt my methods using songs, visuals, and games." (Problems with children and young adults, participant 3) "Young children don't respond easily to direct orders like adults. They respond better to stimuli like songs and games that help them understand commands." (Problems with children and young adults, participant 6)
Behavioral and accident monitoring	1	"They easily lose control, shout, and push each other. A moment of inattention can cause accidents, like a girl who fell while I was writing something." (Problems with children and young adults, participant 8)
Level of placement and participation	1	"My main issue with teaching children is ensuring they receive appropriate level placement, especially in institutes where sometimes students of varying levels are placed together. This results in some wasting time and money. Additionally, keeping children engaged is challenging, as they need physical activities or interaction beyond sitting and watching a screen, which some parents or institutions don't fully understand." (Problems with children and young adults, participant 1)

Source: Own elaboration based on the interview implemented to pre-service teachers in the bachelor's degree in foreign languages program at UNIMINUTO

The table above reveals the main challenges when teaching children, this information was obtained through the interview. Some of the main difficulties are discipline management, attention and group management, each mentioned once by the participants. These aspects, according to the pre-service teachers' own experiences, are fundamental when working with children, who present difficulties due to their short attention span and the need for a more

playful approach. In addition, problems with teaching and adaptation strategies are mentioned, since teachers must find creative and effective ways to interact with children who cannot read. Finally, key points are proposed such as that children respond better to stimuli, therefore energy channeling should be done and a great deal of monitoring should be done since it is difficult to take into account each student in groups with too many children, and even more when children with different ages, levels of language proficiency are grouped together.

Table 7

Issues regarding children identified according to the observation of a school located in Bogotá.

Category	Frequency	Observation
		Children tend to make too much mess in the classroom.
		Impede the developing of the lesson plan.
		They disconnect and start being noisy.
		Some activities make the classroom management worsen.
		Impede the developing of the lesson plan.
		Children do not see the teacher as an authority because he/she is too young.
		Group management is difficult and even more so in large classes.
Difficult classroom management	9	Group management is difficult and even more so in large classes.
Lack of attention	2	The students can't keep their attention for more than a certain amount of time.

		The teacher does not have experience with the population.
Lack of experience	2	Some activities make the classroom management worsen.
Bad voice modulation	3	The teacher's voice is not enough to fill the classroom.
Lack of confidence	2	Lack of confidence when dealing with children.
		If students do not know Spanish, learning English becomes more complicated.
Lack of Spanish abilities	2	Some students do not know how to read and write in Spanish.
Lack of English level	1	Students do not have any knowledge of English.

Source: Own elaboration based on the observations implemented by the researchers

In the previous table, a comparison is obtained thanks to the observations taken in practicum when the pre-service teachers had class with children, where different patterns of problems encountered are shown. Thus, when comparing each table, key challenges, such as classroom management and group management are highlighted as the central axis since it is very recurrent in both analyses and the first of general issues.

Similarly, the second table more clearly incorporates the impact of teacher inattention and inexperience, which are closely related to the lack of voice modulation and confidence mentioned in the second table. Finally, the second table introduces aspects such as the children's lack of linguistic competence in both Spanish and English.

8.3.3 Issues with young adults

In this section, the different problems related to the population of young adults will be identified, in order to add information to the different difficulties that the pre-service teachers had to go through during the Intensive Practice II course.

Table 8

Issues regarding young adults identified according to the interview to pre-service teachers.

Category	Frequency	Example of answer
Motivation	1	"With teenagers and adults, the issue is motivation, as they often see English as an obligation. Even with engaging activities, it's hard to motivate them, leading to low participation." (Problems with children and young adults, participant 2)
Attitude	1	"With teenagers, their attitude was challenging, as they seemed uninterested, which made me question my teaching effectiveness." (Problems with children and young adults, participant 3)
Discipline and motivational activities	1	"For teenagers, discipline and finding motivating activities are key challenges." (Problems with children and young adults, participant 4)
Communication and behavior management	1	"For young adults, the challenge is effective communication, especially with sixth graders, who are transitioning between childhood and adolescence, making behavior management difficult." (Problems with children and young adults, participant 5)

Classroom discipline and habits	1	"With adolescents, the challenge is discipline due to habits like using cell phones and talking in class." (Problems with children and young adults, participant 7)
Beliefs	1	"Adults and teenagers often believe they can't learn English, which is a challenge to motivate them and show them they can." (Problems with children and young adults, participant 7)
Attention and disinterest	1	"Young adults are often disinterested in learning. Keeping their attention is challenging as they prefer using their cell phones or doing nothing during activities." (Problems with children and young adults, participant 10)

Source: Own elaboration based on the interview implemented to pre-service teachers in the bachelor's degree in foreign languages program at UNIMINUTO

The table above shows the key challenges when working with adolescents and young adults, particularly focusing on the motivation of students, which is often influenced by whether the class aligns with their interests or contextual needs. Additionally, it highlights that learners in this age group tend to view English as an obligation, and the older they are, the less likely they are to engage in learning, leading to a lack of interest and participation in the classroom.

On the other hand, something that should be highlighted is discipline, since in adolescents and young adults an air of rebelliousness can be identified, where management is

highlighted through agreements and pre-established habits, such as the regulation of the use of cell phones and constant chatter, to avoid negative attitudes in class or disinterested.

Table 9

Issues regarding young adults identified according to the observation taken in Instituto y Colegio Británico.

Category	Frequency	Observation
Lack of speaking desire	2	They do not want to speak English Fear of making mistakes
Focus on personal interest	4	Students prefer interesting activities that incorporate laughter Students get bored when they sit for too long and start chatting They interact if the topic is interesting
Forget vocabulary	1	Students usually forget the vocabulary between lessons
Antipathy to grammar	1	They prefer didactic classes and language in context
Difficult classroom management	4	They become uncomfortable and disconnected They disconnect and start chatting Sometimes the students do not cooperate in the class Some students distract their partners
The class time is not enough	1	Students do not review at home and the class is so short
Loss of motivation	1	Complex topics or difficulties lead to loss of motivation
Teaching as one way activity	2	Just teacher speaks and gives information Some rebellious students impede interaction
Frustration	2	They need to see the things learned as useful <u>When they forget the words, they get frustrated</u>

Source: Own elaboration based on the observations implemented by the researchers in Instituto y Colegio Británico - Soacha branch

This table presents several problems similar to those observed in the previous table but focused specifically on student motivation and interest. In both cases, lack of motivation is a key factor, which can lead to lack of participation according to the pre-service teachers. Similarly, it is mentioned that if students do not see the class as beneficial, they will disconnect from it, so the teacher must identify their interests as mentioned in the previous table. Likewise, students have a marked inclination for interesting and fun classes, with playful activities that put them in real contexts.

However, regarding classroom management, both sets of data mention the difficulty of keeping students focused and organized since there can be pockets of indiscipline among classmates. On the other hand, a common and marked fear appears among language learners, the fear of making mistakes and the antipathy towards grammar. This is because being learners of a language of which they have no mastery, they make a great number of mistakes when they are learning, which generates frustration as well as classes focused purely on grammar or when they forget the vocabulary easily.

8.4 Description of internal and external factors according to pre-service teachers

This section will describe the internal and external factors that make the practice process tedious or difficult for pre-service teachers. The internal factors correspond to the EFL classroom and the external factors to those related to the pre-service classroom.

8.4.1 Internal Factors

In this section the main internal factors that hinder the practicum process according to the pre-service teachers will be explored.

Table 10*Internal factors identified according to the interviews to pre-service teachers.*

Category	Frequency	Example of answer
Internship Assignment Delays	1	“The main issue was the delay in assigning an internship tutor and site. Internships often don’t start as scheduled, causing students to rush to submit documents. Additionally, the limited availability of institutions to accept trainees makes it feel like a lottery.” (Internal difficulties in first practicum, participant 1)
Lack of Confidence in Classroom Management	1	“The biggest challenge was a lack of confidence. The theory learned in class did not fully prepare me for the reality of teaching a classroom of young children, leading to a lack of confidence in handling classroom issues.” (Internal difficulties in first practicum, participant 2)
Student Attention and Classroom Management	1	“My main struggle was maintaining students' attention during class, as I feared they would lose focus after the initial 10 minutes, similar to my own experience when learning theory. Managing a classroom with different types of students was challenging.” (Internal difficulties in first practicum, participant 3)
Discipline Management with Large Groups	1	“In my first practical class, managing a classroom of 40 students and maintaining discipline was the hardest part for me. In my first practical class, managing a

Classroom Management	3	classroom of 40 students and maintaining discipline was the hardest part for me.” (Internal difficulties in first practicum, participant 4) Managing the class was challenging, especially with teenagers and young adults who were often disinterested. The support of a tutor was crucial for discussing problems and concerns (Internal difficulties in first practicum, participant 8)
Lack of Confidence	1	“Feeling insecure and questioning my readiness was natural during my first real practice. I was very nervous and made many mistakes, especially with class planning as I didn’t know the structures or requirements” (Internal difficulties in first practicum, participant 7)
Practice Placement	1	“Finding a practice placement was complex due to the paperwork and university issues, which sometimes led to owing practice hours” (Internal difficulties in first practicum, participant 9)
Panic	1	“My first practice involved students older than me, causing panic and fear of making mistakes or not being understood. This was the most difficult aspect, especially due to age-related concerns” (Internal difficulties in first practicum, participant 10)

Source: Own elaboration based on the interview implemented to pre-service teachers in the bachelor’s degree in foreign languages program at UNIMINUTO

The above table shows that students in their first internship face a significant gap between theory and classroom reality, even though UNIMINUTO's curriculum provides different theoretical and practical subjects that will prepare them for the difficulties in a real classroom. Similarly, problems such as lack of confidence especially in group management and discipline are highlighted. Also, delays in assigning tutors and practice places increase anxiety, while the limited preparation in classroom management techniques and student attention hinders the optimal development of the lesson plan.

8.4.2 External Factors

In this section the main external factors that hinder the practicum process according to the pre-service teachers will be explored.

Table 11

External factors identified according to the interviews to pre-service teachers

Category	Frequency	Example of answer
Classroom Management Challenges	1	“Classroom management, authority, and inexperience are key challenges for young teachers, especially when dealing with students of similar age, making it hard to maintain control” (External difficulties in first practicum experience, participant 1)
Kindergarten Internship Experience	1	“The first internship outside of the university was in a kindergarten, where teaching opportunities were limited. Most of the time was spent caring for children, following the lead teacher, and handling other responsibilities like feeding the kids. This was challenging because it wasn’t what I expected from

Internship Anxiety	1	<p>the internship.” (External difficulties in first practicum experience, participant 2)</p> <p>“In my first internship, which was at the university, I felt nervous and scared of making mistakes. The students were at a B1 level, and I had just reached B2, so I felt we were at the same level. I was afraid they would challenge me or ask something I couldn’t answer, causing a lot of anxiety.” (External difficulties in first practicum experience, participant 3)</p>
Workload	1	<p>“I didn't face any significant external issues. My tutors were supportive, but I was tasked with creating lesson plans directly for the school, which added to my workload. However, it wasn't a major problem, and I managed it well” (External difficulties in first practicum experience, participant 4)</p>
External Organizational Issues	1	<p>“External difficulties mainly involve poor organization. The practice leader did not organize the placement process well; we had to wait in a long line to see what spots were left, and halfway through, some were told to leave as there were no more slots. Another issue was the lack of support from tutors. During my intensive practice, I was responsible for 95 students daily without an area teacher, which was overwhelming. My tutor's advice was limited to suggesting I watch videos on classroom management, but I needed more guidance</p>

Lack of effective Communication	1	given my lack of experience.” (External difficulties in first practicum experience, participant 5) “Communicating effectively with children is complicated due to their different communication styles. It’s challenging to maintain effective communication and learn from each other” (External difficulties in first practicum experience, participant 6)
Unfavorable Environment	1	“In a school, the narrow classroom with almost 40 students made classroom management difficult, especially with seventh graders” (External difficulties in first practicum experience, participant 7)
Delegation of Non-Teaching Tasks	1	“Interns were often assigned tasks unrelated to teaching, such as feeding or supervising children, which were not part of our preparation. (External difficulties in first practicum experience, participant 8)
Theory vs. Reality	1	“Applying theoretical processes in real classrooms was challenging. Using resources and technology effectively was a significant external conflict.” (External difficulties in first practicum experience, participant 9)
Lack of Organization	1	“During my first internship, there was no permanent tutor or teacher to guide me, leading to disorganization and lack of feedback” (External difficulties in first practicum experience, participant 10)

Source: Own elaboration based on the interview implemented to pre-service teachers in the bachelor's degree in foreign languages program at UNIMINUTO

The previous table complements the internal difficulties expressed by the pre-service teachers where they express and highlight several organizational problems, unfulfilled expectations and challenges in classroom management again. Where the poor institutional organization is the central axis of discomfort, where the poor planning of the assignment process and the lack of adequate support from tutors is highlighted, which generates insecurity and overload in the trainees, which aggravates their lack of experience. In addition, situations are mentioned where students were assigned to tasks unrelated to teaching or faced unfavorable work environments, such as overcrowded classrooms, which together with the lack of experience make the internship experience quite complicated for the pre-service teachers.

Table 12

Principal no-related teaching functions according to the pre-service teachers in the perceptions survey.

Category	Frequency	Examples of answer
Just teaching – related functions	9	Do the proposed activities in class time (Specification of unrelated functions, participant 4)
None	7	No answer
Care children as a nanny	6	Caring for children, feeding them, putting them to sleep (Specification of unrelated functions, participant 32)
Being the main teacher	2	There was no teacher at the school, and I had to cover all the functions of the main teacher, I had 95 students from different courses, and I felt that the school directors were pressuring

		me to do functions calling me "The primary school English teacher" without even receiving pay. (Specification of unrelated functions, participant 1)
		Give a complete class on a topic without having said it before, grade student evaluations, plan for the teacher. (Specification of unrelated functions, participant 4)
Extensive lesson planning	2	When I was assigned to prepare all the materials and the script for English Day, the teacher didn't help at all. Another day, I even had to take charge of making an exam on a topic that I hadn't prepared for and hadn't been informed about, considering that I had never evaluated the students in this way before. (Specification of unrelated functions, participant 12)
Cover materials with own resources	1	Carry out monthly planning that did not correspond to me since I only did one intervention a week, in the same way bringing materials to class for the students with my own money (Specification of unrelated functions, participant 7)
Teaching a different school subject	1	Teaching a different school subject (Specification of unrelated functions, participant 13)
Organizing documents	1	Organizing school documents for administrative purposes (Specification of unrelated functions, participant 14)

Collect papers	1	Going to collect papers from another faculty of a different course, because he did not have time to do it. (Specification of unrelated functions, participant 20)
Not related answer	1	Uses about music and videogames, "It is not practical for learning" (Specification of unrelated functions, participant 23)

Source: Own elaboration based on the perceptions survey implemented to pre-service teachers in the bachelor's degree in foreign languages program at UNIMINUTO

This table highlights how practicum students were assigned to perform non-teaching functions, reflecting a significant disengagement from foreign language teaching-related functions. This summary presents different categories, which illustrate that although most of the interns spent most of their time performing only teaching-related functions, there are many of their peers who claim to have performed some functions that were not directly related to English teaching.

Among these functions can be highlighted, taking care of children as babysitters or even replacing the regular teachers and assuming full responsibility for the class without adequate support. Some practitioners also mentioned having to cover materials from their own resources when they sometimes do not have enough money. Also, making extensive lesson plans or even teaching subjects outside their area of expertise. Finally, the lack of institutional organization and support was again highlighted, as some institutions burden interns with administrative tasks or activities outside their role, such as collecting papers.

8.5 Data triangulation - Main results about issues

In this section, the problems encountered, and their description will be summarized, in order to have a clearer and easier overview to understand a general picture at the time of the discussion in the following chapter.

This investigation gives account of different factors that affect the practicum according to the perception and experience of the pre-service teachers and the researchers through 3 types of different instruments which were: The perception survey, the observations and the interviews. Considering the above, the following tables are presented, which include and cross the information of the 3 data collection methods, highlighting the most important and most repetitive findings including the ones encountered in children and young adult population.

Table 13

Summary of research findings after triangulation of instruments regarding the problems in practice.

Category	Observation/Description
Lack of organization	Issues with activities and formats, especially in teaching practice and oriented to the support of the institution in terms of assignation and order.
Classroom management	Difficulty managing large groups, maintaining discipline, and keeping students' attention.
Low participation and attention	Low participation and attention, especially with young children and teenagers.
Lack of tutor support	Insufficient guidance from tutors, affecting motivation and effectiveness during practice. The tutoring teachers have too many functions together, some of them are teachers of other classes, which makes it difficult to help the practitioners.
Lack of practical preparation	Focused on theory, with little practical training for real classroom situations despite the practical subjects. Difficulties in applying the theory seen in class in the different real places as they are different from what was seen in class and are more complex than expected.
Lack of experience	Challenges due to insufficient knowledge for managing large groups and handling discipline issues. Knowledge just in theory that is different in the practice.

Lack of confidence	Insecurity in managing the classroom and communicating with students.
Lack of resources	Scarcity of materials and technology, hindering class development.
Group management strategies	Need for strategies to improve group control, such as classroom organization and using songs.
Dynamic activities	Need for innovative strategies like games, debates, and activities involving movement to maintain interest and attention.
Assignment of not-related functions	Assignment of functions not related to the field of knowledge of pre-service teachers and/or different from the teaching of a language.
	Overload of work and overextended lesson plans
Panic and anxiety	Lack of experience, fear of making mistakes and work overload lead to episodes of panic and anxiety for pre-service teachers.
Bad voice modulation	Lacking confidence, practicing teachers do not have a commanding voice and authority, which causes them discomfort such as sore throats when they have to shout too much.

Source: Own elaboration based on the triangulation of instruments implemented to pre-service teachers in the bachelor's degree in foreign languages program at UNIMINUTO and observations made by the researchers

The previous table shows the main findings according to the different perceptions of the pre-service teachers together with the observations, where the lack of organization and support from the tutors and the organizers of the internships at the university can be highlighted, since the teachers in charge have too much academic load and cannot cope with their obligations. Similarly, about the factors in the classroom, the difficulty in managing large classrooms and the low level of participation and attention of the students can be highlighted.

In addition, reference is made to the lack of resources, a subject that in the previous findings was related to the lack of infrastructure of external institutions and having to cover the materials with their own resources. Finally, it is highlighted some affectations to the

mental health of the students who have suffered anxiety and panic due to the overload of work and the fear that some aspects of the practices cause them.

8.5.1 Main findings from practice with children

In this section, the findings related to the children's difficulties will be shown and shared found by the pre-service teachers and the researchers.

Table 14

Summary of research findings after triangulation of instruments regarding the children population in practice.

Category	Description
Classroom and Group Management	Managing large groups and maintaining discipline are significant challenges. Children tend to make noise and disrupt lessons, making it difficult to implement the lesson plan. The teacher's young age or lack of authority can worsen this. Children can easily lose control, leading to shouting or physical accidents.
Attention	Teachers with less experience or confidence in handling children struggle They easily get distracted and start being noisy.
Discipline	Keeping discipline in the classroom is difficult, as children often become chaotic and disruptive.
Teaching and Adaptation Strategies	Teachers need to adapt their methods, using songs, games, and visual aids
Language and Skill Barriers	Some children struggle with learning English due to their limited proficiency in Spanish or their inability to read and write.
Level Placement and Participation	Proper level placement is crucial to avoid mixing students of different skill levels.

Source: Own elaboration based on the triangulation of instruments implemented to pre-service teachers in the bachelor's degree in foreign languages program at UNIMINUTO and observations made by the researchers

The table above highlights the challenges encountered in this research project regarding children, where classroom management and discipline can result in chaotic episodes, where children do not see their teacher as an authority because of their young appearance and inexperience. Likewise, one of the main factors highlighted is the short attention span of the children and their ease of distraction, where improvement strategies such as songs and games arise considering the language barriers of young learners in both English and Spanish.

8.5.2 Main findings from practice with adults

In this section, it will be shown and shared the findings related to the young adult's difficulties found by the pre-service teachers and the researchers.

Table 15

Summary of research findings after triangulation of instruments regarding the young adult's population in practice.

Category	Description
Motivation and attitude	Students often have a disinterested attitude and see learning English as an obligation. This lack of motivation worsens with complex topics.
Behavior management and discipline	Managing behavior in teenagers and young adults is challenging, with disruptive behaviors like using phones, chatting in class, or lack of cooperation.
Personal interest and active participation	Students are more engaged if the topics or activities are of interest to them. They prefer dynamic and fun activities that keep their attention and get bored quickly if the class is too monotonous or inactive.
Frustration and bad beliefs	Many students believe they can't learn English, leading to frustration, especially when they forget vocabulary or don't see practical application in what they are learning.
Focus on didactic methods	Students prefer teaching methods that use practical activities, real-world contexts, and dynamic learning instead of lessons focused only on grammar.

Source: Own elaboration based on the triangulation of instruments implemented to pre-service teachers in the bachelor's degree in foreign languages program at UNIMINUTO and observations made by the researchers

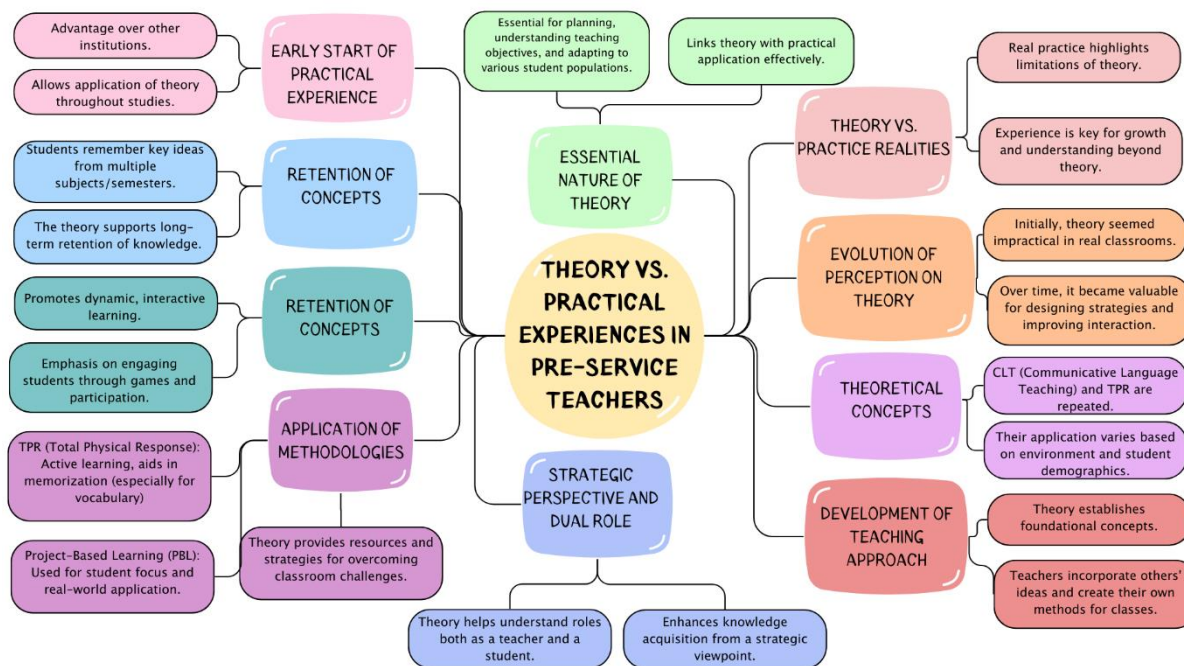
Finally, this table condenses the findings related to young adults which affect English learning according to pre-service teachers, among which are motivation and attitude, where students see learning as an obligation. Group management, the inclination for personal interests and lack of active participation in boring classes, and finally the beliefs and frustrations that lead them to think of themselves as incapable of learning English. All the above, highlights the need to foster a growth mindset and active strategies that leave grammar aside and focus on the functional aspects of the language, which will be discussed in the next chapter.

8.6 Theory VS. The practical experiences according to pre-service teachers' interview

This section explores the perspectives of pre-service teachers regarding the relationship between theory and practice, where a major disconnect can be found due to the contextual difference posed in theoretical classes and real life. These findings were found in the interviews to the 10th semester students in relation to theoretical knowledge versus practical experiences in the classroom. Thus, by analyzing their perceptions, it is aimed to uncover the challenges they face in applying theoretical concepts in real educational settings and the impact of their practical experiences on their teaching effectiveness. Understanding these dynamics is crucial to improving teacher training programs and ensuring that future educators are well equipped to navigate the complexities of the classroom and thus achieve the UNIMINUTO graduate profile.

Figure 17

The theory seen during the career has helped pre-service teachers in their teaching practice.



Source: Own elaboration based on the interview implemented to pre-service teachers in the bachelor's degree in foreign languages program at UNIMINUTO

This figure shows how the theory studied during the course has helped pre-services pre-service teachers in their teaching work, highlighting how starting the practicum process at the right time gives an advantage in comparison to other universities and makes easier to put into practice what was seen in class, along with good environments which create a good retention of concepts. The findings also highlight how the pre-service teachers reevaluate what they know about the theory that during the early semesters of the career seemed unnecessary, but later becomes a valuable tool.

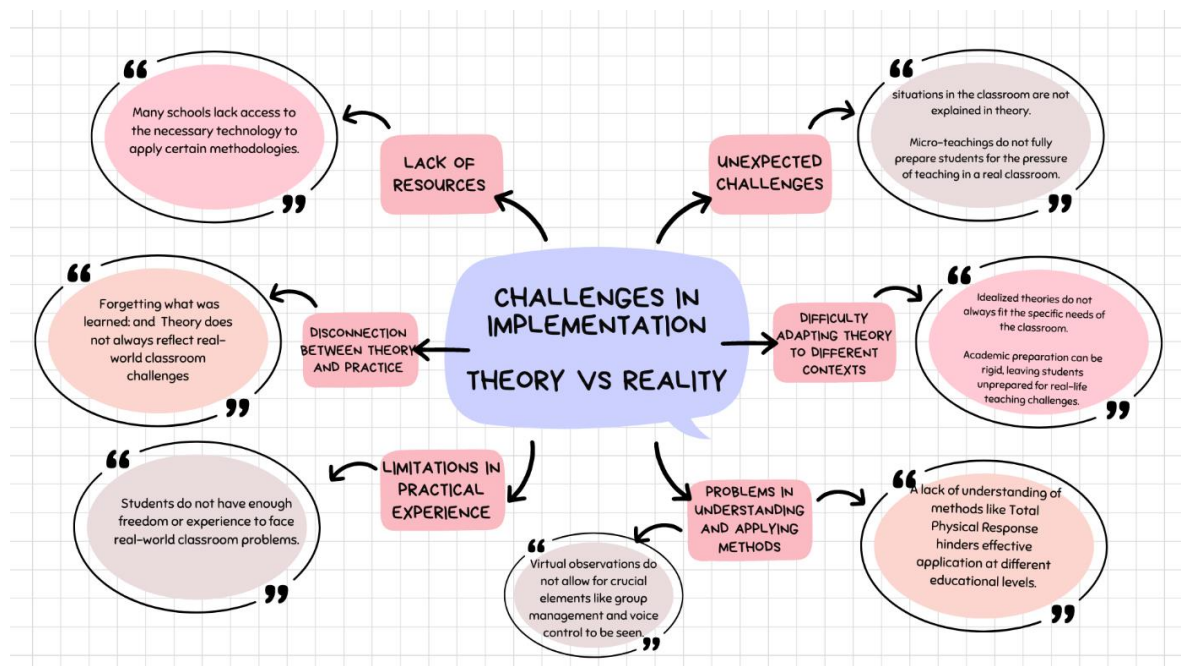
The early introduction of internships into the curriculum confers a significant advantage, enabling students to apply theoretical concepts concurrently with their studies. This facilitates more retention of essential concepts from disparate subject areas and fosters dynamic and engaging learning through methodologies such as Total Physical Response (TPR) and Project Based Learning (PBL).

Although theory provides resources that assist in addressing classroom challenges, its application in real-life situations frequently reveals limitations, underscoring the necessity for practical experience and reflection. With experience, practitioners come to appreciate the value of theoretical knowledge in the design of effective strategies and the enhancement of learner interaction, despite the initial challenges associated with its application.

In conclusion, theory provides a foundation for comprehending the desired outcomes of instruction and devising curricula that align with the needs of diverse learners. It unites theoretical understanding with practical application, thus enabling educators to adapt and innovate in the classroom based on their experiences.

Figure 18

Problems when applying theory in real contexts according to the pre-service teachers.



Source: Own elaboration based on the interview implemented to pre-service teachers in the bachelor's degree in foreign languages program at UNIMINUTO

The figure above shows that it is paramount to evaluate through the opinions of pre-service teachers where the difficulty lies in moving from theory to practice, because even

though the trainees or students in the degree program in foreign languages with emphasis in English at UNIMINUTO have subjects that anticipate the difficulties in the teaching world, they feel lost, anxious and unprepared when facing the real educational context.

According to the findings, pre-service teachers report different difficulties that affect the transfer from theory to practice, among which are included the lack of resources where undergraduate teachers must adapt to the lack of materials that many times in the university are always available.

Similarly, many students throughout their career forget what they have learned and there are long gaps between studying the theory and applying it, which is aggravated by another factor which is related to the lack of contextualization of theoretical classes in relation to the real world of education, because according to the pre-service teachers theory does not always reflect real-world classroom challenges, preventing its effective application, despite the implementation of micro-teaching classes that according to pre-service teachers do not reflect the complexities of an EFL classroom.

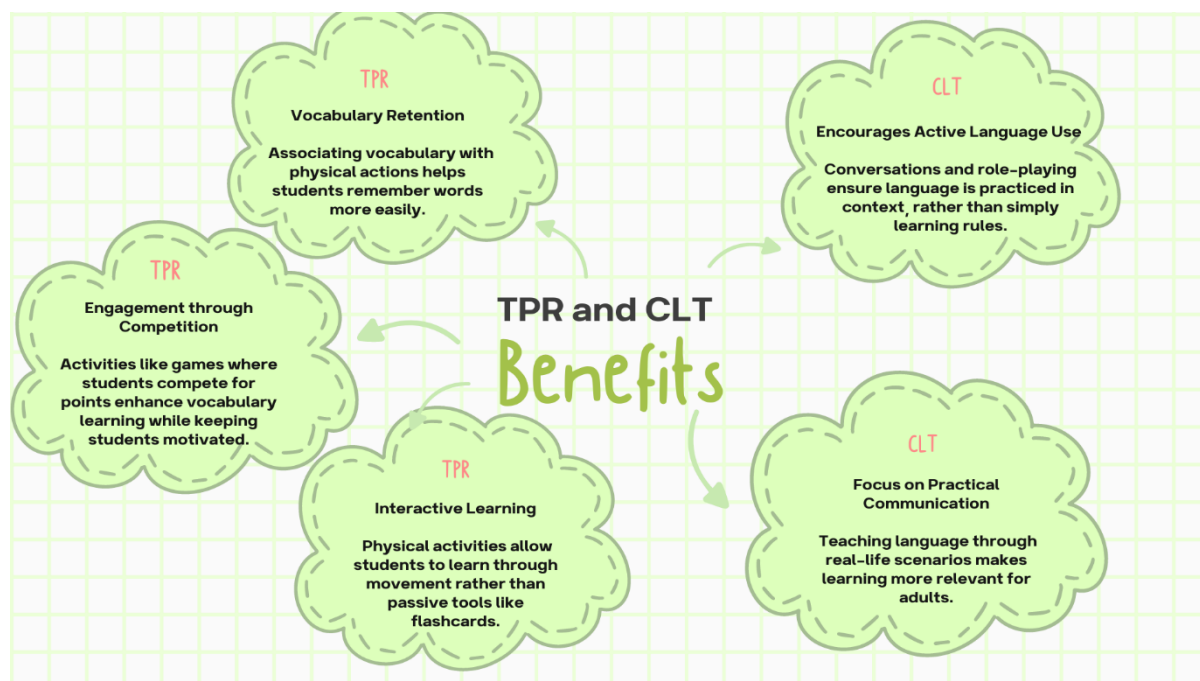
Finally, it is highlighted as findings, the over-idealization of the classrooms where the theory will be applied, the rigidity of the theoretical preparation and the lack of understanding of the theory seen in class, which was provided during the first moments of the pandemic and virtual education to this population of students.

8.7 The effectiveness of the application of CLT and TPR according to the pre-service teachers

After having socialized the findings regarding theoretical contextualization, in this section we will report on the knowledge and mode of application of the Communicative Language Teaching approach (CLT) and the Total Physical Response (TPR) method according to the previous and experiential knowledge of the tenth semester pre-service teachers.

Figure 19

Main benefits of CLT and TPR implementation according to pre-service teachers



Source: Own elaboration based on the interview implemented to pre-service teachers in the bachelor's degree in foreign languages program at UNIMINUTO

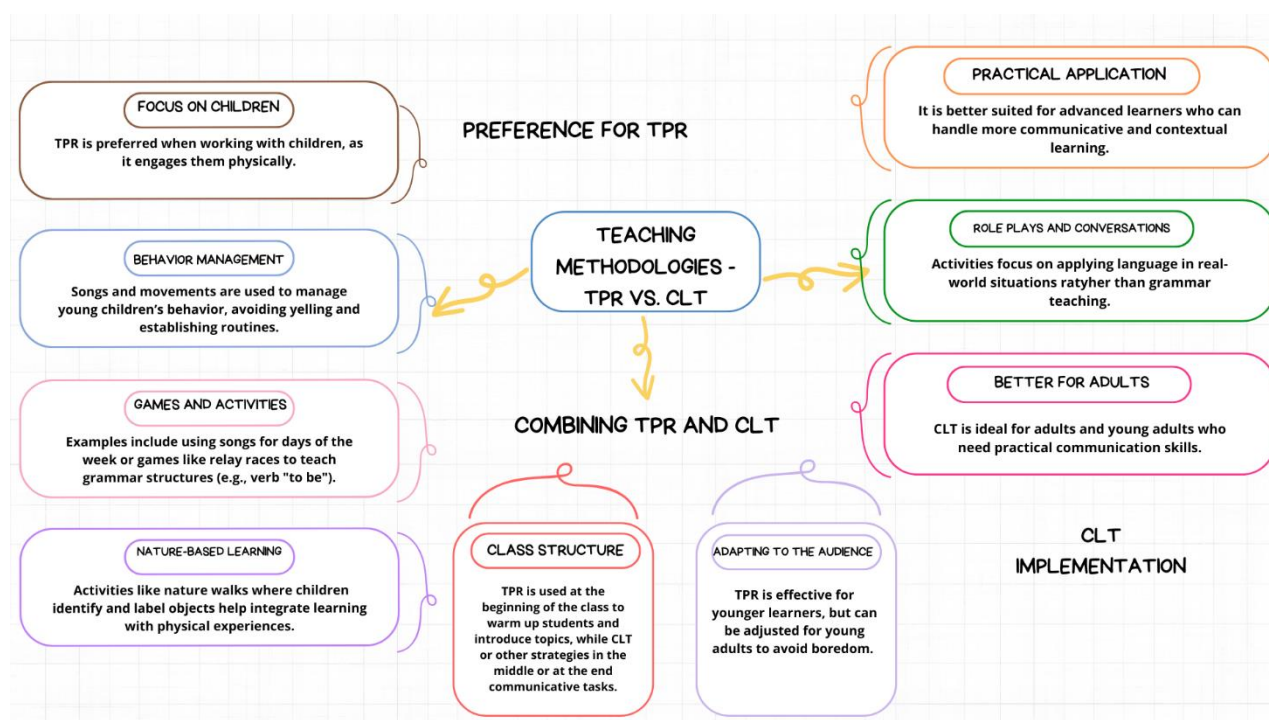
The figure above shows how the pre-service teachers responded to direct questions about the approach and method used in this research project. First, with respect to the benefits of using these two EFL teaching methodologies, it was found that TPR is mostly used by extroverted children and young adults to:

- Associating vocabulary with physical actions helps learners remember words more easily.
- Creating competitive activities such as games in which students compete for points enhances vocabulary learning while keeping students motivated.
- Promoting learning through movement rather than passive tools such as flashcards.

On the other hand, regarding CLT, pre-service teachers claim that it serves to teach a language to young adults or learners with advanced proficiency in the English language, through real-life scenarios, putting the language in a fruitful context for learners, in which conversations and role-playing games ensure that the language is practiced in context, rather than simply learning rules.

Figure 20

How pre-service teachers apply TPR and CLT in their teaching practice



Source: Own elaboration based on the interview implemented to pre-service teachers in the bachelor's degree in foreign languages program at UNIMINUTO

The figure above shows how pre-service teachers apply CLT and TPR. Among the findings regarding the TPR method, pre-service teachers stated that they commonly apply it and that it is more effective with children than adults, as the latter tend to be shier and more reluctant to engage in movement. Likewise, when working with children, the interviewees noticed that TPR physically involves them and helps immerse them in English, meaning that students respond physically to instructions, associating actions with vocabulary.

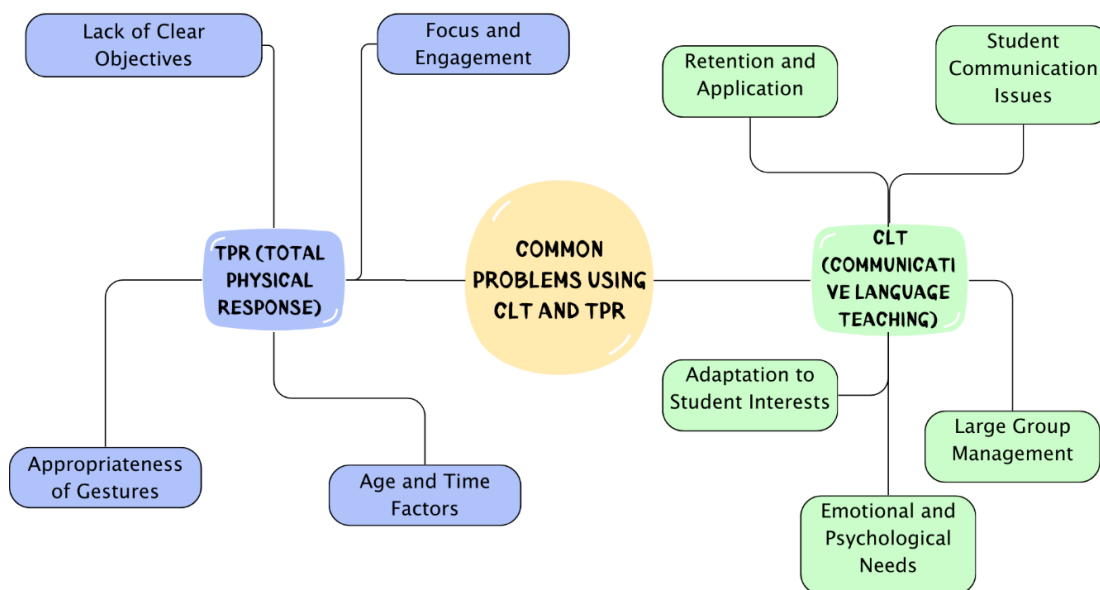
On the other hand, as a solution to one of the main issues discussed in this monograph, pre-service teachers explain that by using TPR through songs, they help control young children's behavior, avoiding shouting and establishing routines. These musical and physical resources also serve to teach a non-grammar-centered approach through competitive games and playful or experiential activities.

In contrast, regarding CLT, pre-service teachers stated that this approach is ideal for adults and young adults who need practical communication skills, where activities must focus on applying language in real-world situations, bypassing the tedious memorization of grammar rules. It is particularly suitable for advanced students who can handle more communicative and contextual learning.

Finally, it is essential to clarify that the trainee teachers used TPR (Total Physical Response) and CLT (Communicative Language Teaching) methodologies during their teaching experiences. Specifically, the trainee teachers indicated that TPR was strategically applied at the beginning of each lesson as a warm-up to engage students and introduce new topics. Meanwhile, CLT or other communicative strategies were used later in the lesson - usually in the middle or towards the end - to facilitate more complex communicative tasks. This approach was particularly effective for adult or young learners seeking practical language skills related to their professional or educational goals.

Figure 21

The most common problems when using TPR and CLT in classes according to the pre-service teachers.



Source: Own elaboration based on the interview implemented to pre-service teachers in the bachelor's degree in foreign languages program at UNIMINUTO

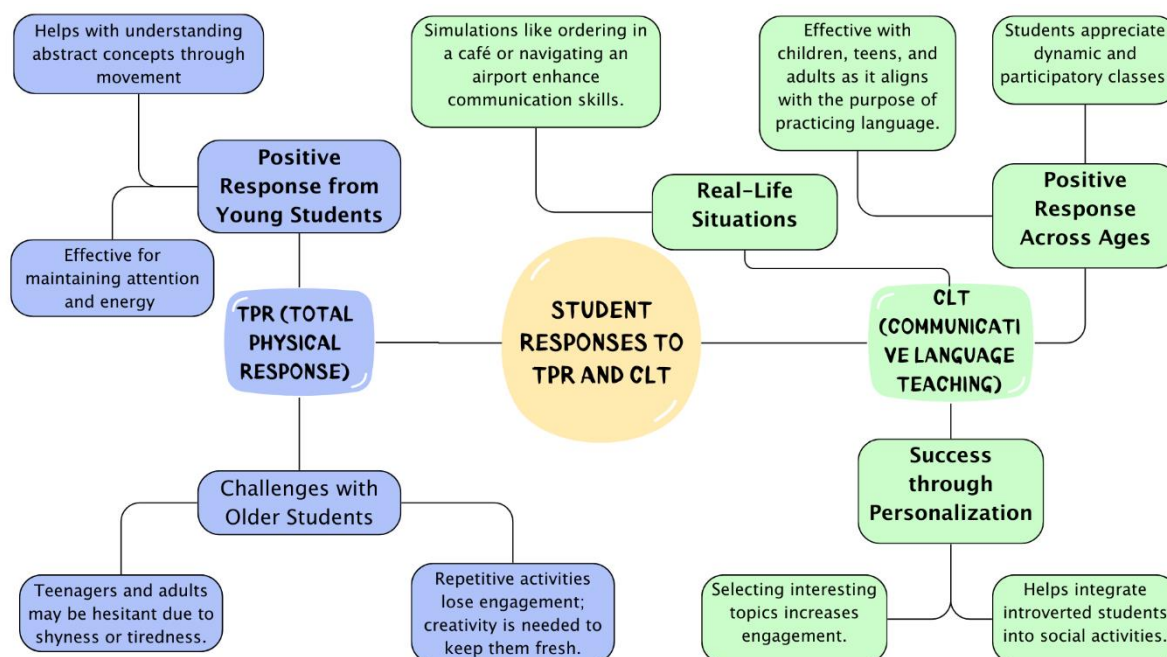
The mind map above shows the challenges that pre-service teachers face when using Total Physical Response (TPR) and Communicative Language Teaching (CLT) in English classes. Highlighting that it is necessary to know the limitations and develop creative solutions to improve their effectiveness.

In TPR, the main problems are repetition and the difficulty of using it with older or more advanced learners who may feel shy or consider the activities too basic. Managing large groups is also a challenge, as it is difficult to control and involve all learners effectively.

In the case of CLT, the biggest obstacle is getting learners to communicate in English, as beginners often fall back on their mother tongue due to a lack of confidence or vocabulary. Large groups make it difficult for learners to concentrate during activities. Despite these difficulties, CLT is effective if teachers provide interesting topics and create an environment in which learners feel comfortable speaking.

Figure 22

Students' response to TPR and CLT according to the pre-service teachers



Source: Own elaboration based on the interview implemented to pre-service teachers in the bachelor's degree in foreign languages program at UNIMINUTO

The figure above presents a visual representation of students' responses to the application of Total Physical Response (TPR) and Communicative Language Teaching (CLT) methodologies in English classes. Moreover, the importance of dynamic and interactive activities using these methods to motivate and engage students is highlighted, considering students' interests.

Likewise, pre-service teachers have observed that younger students respond favorably to TPR, as it facilitates their understanding of abstract concepts through physical movement, thus improving their retention and engagement. However, it has been observed that older students and adults may be reluctant or shy to participate in movement-based activities, making TPR less effective for these groups. It is therefore essential to continually innovate and adapt activities to maintain interest.

Finally, the response to CLT has been positive across all age groups, as it fits the objective of practicing the language and involving learners through real-life scenarios. Students appreciate the participatory nature of these classes and show greater motivation when the topics match their interests. However, the problem of encouraging the use of English persists, as some students revert to their mother tongue and others have confidence problems, especially when speaking, where this approach stop functioning properly with basic English students.

Chapter 9: Discussion

In this section, the aim is to discuss how the qualitative results obtained in the research on pre-service teachers from the bachelor's degree in foreign languages at UNIMINUTO relate to the general and specific objectives of this monograph, where the theoretical framework, together with the literature review, will be an important part of the justification and feasibility of the possible fulfillment of the objectives. Likewise, the strategies developed by the student teachers interviewed will make it possible to go deeper into the results of the problems and difficulties presented by pre-service teachers in the degree.

9.1 Effectiveness of Total Physical Response (TPR) and Communicative Language Teaching (CLT) based on the experiences of pre-service teachers

Initially, the monograph highlights the general objective that aims to evaluate the effectiveness of the TPR method together with CLT approach. Firstly, according to one of the authors mentioned in the theoretical framework, Rambe (2019) argues that TPR and CLT can help improve language competence as communicative skills by associating vocabulary with linguistic movements and cues. It is already highlighted that this method enables prospective teachers to develop a more dynamic and participatory learning environment, thus creating students' understanding and production of language. CLT according to the same objective aims to recognize the impact it has on foreign language teaching since, according to Sanako blog (2023), it aims to emphasize interaction as well as the use of language in authentic situations by developing and creating meaningful learning and teaching. Therefore, the purpose of this objective was to evaluate how this methodology benefits students in their communicative development and how pre-service teachers can implement it in their practice.

In accordance with the above and comparing the findings, it could be said that there is a marked distinction between the use of TPR and CLT which, as expressed by pre-service

teachers, relates to its use in children (TPR) and young adults (CLT) This is in line with the view of Dos Santos (2020) who states that advanced apprentices prefer to focus their learning on the development of writing and speaking skills, given the demands of their current and prospective occupations, which refers to CLT. On the other hand, with respect to TPR Xie (2021) concludes that the mentioned method is a great tool for teaching young learners, as it makes them feel motivated, more focused and confident, This is confirmed by the evaluation of effectiveness by the 10 non-graduate teachers interviewed, who claim that this method keeps children active due to their great energy.

However, despite the effectiveness of this method and approach mentioned by pre-service teachers in interviews, as also mentioned in the findings it all depends on the context why these tools are effective depending on the population they target, so that the difficulties and challenges faced in applying each of them or both together can be influenced by the different student characteristics of each population as mentioned Xie (2021) also in his study and some pre-service teachers:

“I have seen that students respond well to TPR. However, the problem with TPR is that activities can become repetitive, so teachers need to be very creative and innovative to keep students engaged. (Participant 1, Students response to CLT and TPR in the interview)

“With teenagers and adults, it’s different because they tend to be more hesitant about physical movements or mimicking activities due to shyness”. (Participant 2, Students response to CLT and TPR in the interview)

“The communicative method is more challenging because there isn’t a habit of speaking in the target language yet”. (Participant 4, Students response to CLT and TPR in the interview)

“I use TPR to activate children, especially when they lack energy. Activities like “Simon says” help them stay attentive and physically engaged”. (Participant 6, Students response to CLT and TPR in the interview)

["I prefer more didactic teaching methods, where I have to move around and talk. If the teacher is only going to teach me grammar, I'd rather stick with Duolingo’]. (A student from Basic Level in the observations - Instituto y Colegio Británico)

9.2 Identifying, describing and analyzing the issues that might arise when pre-service teachers start teaching

In accordance with the specific objectives 1, 2 and 3, which are aimed to identify, describe and analyze the main difficulties that pre-service teachers may face during their internships. At this point, it should be noted that according to Bibi and Aziz (2024) they highlight problems, such as the possible management of the classroom and the shortage of adequate preparation for pre-service teachers. As well as recognizing the problems that were intended to be identified, this same author recognizes that identifying difficulties is essential to prevent and develop interventions that can improve the future experiences of pre-service teachers.

Similarly, regarding the answers of pre-service teachers and as can be seen from **table 12, 13 and 14** of difficulties, among the first problems in the classroom are the lack of administrative organization, group management, low student participation and motivation, lack of support from tutors, gaps between theory and practice, lack of experience, lack of confidence, poor voice modulation and lack of resources. This is in line with the statements of Imsa-ard, Wichamuk & Chuanchom (2021); Mutlu (2015) and Bibi and Aziz (2024) which speak about the main difficulties in the practicum for pre-service teachers.

Likewise, as in the specific objective number 3, where its purpose was to find and propose improvement strategies based on TPR and CLT, the aim is to move from theory to practice. Therefore, according to Baylan (2019), it states that students are allowed to apply theoretical knowledge in real contexts, thus facilitating professional development and growth, addressing the drawbacks between theory and practice to achieve successful training, where the importance of accompaniment during the training process can be ensured.

In relation to the above, pre-service teachers reported the main points of disconnection which may be a key axis of the lack of solution to practical problems. Thus, the pre-service teachers expressed that although theory has helped them, the main points of disconnection are the lack of real contextualization in practical theoretical subjects and the lack of retention as regards teaching methodologies:

“The challenges faced in real classrooms with children differ greatly from those encountered in peer-to-peer educational settings, making it difficult to know how to apply theoretical knowledge effectively”. (Participant 5, Problems applying theory in the interview).

“It’s complicated to apply theory because practice involves different circumstances not covered in theory. The practical environment has factors that can influence the class”. (Participant 6, Problems applying theory in the interview).

“Students may struggle to apply theory due to a lack of real teaching experience. Micro-teachings are not the same as standing in front of a real class, which creates a lot of pressure”. (Participant 7, Problems applying theory in the interview).

“Students often forget what they’ve learned by the time they need to apply it in practice”. (Participant 2, Problems applying theory in the interview).

On the other hand, UNIMINUTO's Bachelor's Degree in Foreign Languages with an emphasis on English recognizes that its aim is not only to train teachers who are skilled in the mastery of a language, so the evaluation of TPR and CLT in the practice of pre-service teachers is important in order to improve the training of the next legitimate educators. For this reason, the investigators seek to highlight the use of literature review to justify these same objectives as the discussion focuses on the effectiveness of Total Physical Response (TPR) and Communicative Language Teaching (CLT) strategies in the training of English teachers in the Colombian context, highlighting several key areas.

Studies such as Pestana's (2023) show that TPR improves vocabulary acquisition and encourages participation in students, especially in vulnerable populations. This aligns with the aim of analyzing the experiences and the results obtained from pre-service teachers regarding the improvement strategies needed in teaching. In the same vein, Brown's (2020) research highlights the importance of presenting learning in an active and varied way, addressing classroom management challenges. These difficulties are identified as significant obstacles by pre-service teachers, highlighting the need for active learning strategies that facilitate student motivation and engagement.

9.3 Assessing the achievement of research objectives

Part of the monograph is focused on wanting to recognize and highlight through qualitative research whether its objectives were met, for this reason, it is important to highlight that firstly, the analysis of the pre-service teachers' perceptions and the challenges they faced during their placements reveals several key themes related to foreign language teaching, including the identification of the main challenges faced by pre-service teachers during their placements.

Secondly, the pre-service teachers faced significant difficulties in classroom management, both with children and young adults. Thus, it is acknowledged that lack of attention and discipline was recurrently mentioned, indicating the need for more dynamic strategies. This therefore aligns with the aim of identifying the main challenges faced by pre-service teachers during their placements, identifying a significant gap between theory and practice, with pre-service teachers reporting a lack of confidence in dealing with real situations, which is important and highlighted in Rezeki and Dalimunte (2024) project. Furthermore, this underlines the importance of effective mentoring and better planning in the allocation of tutors, and it is noted that these findings relate to the aim of assessing the theoretical and practical preparation of prospective teachers.

Third, this research highlighted that pre-service teachers faced a significant difference between training expectations and the non-teaching roles assigned to them, such as document management and student care. Furthermore, this situation highlights the need to consider specific objective number 3, Pre-service teachers in one way or another reported that the additional load and responsibilities that are not directly related to teaching affect their ability to focus on the development of pedagogical competencies.

Thus, the Implications for teacher Education, related to specific objective 4 which proposes improvements in training programmes, is addressed. Thus, it is shown that the research results suggest that there is a need to review the teacher practice programmes, with a focus on establishing a clear delimitation of responsibilities. This includes the need to provide adequate support to enable pre-service teachers to focus on learning and applying effective methodologies, such as TPR and CLT, without being distracted by administrative functions that do not directly contribute to their professional development.

In another sense, it is also worth highlighting that through qualitative research on the internship experiences of pre-service teachers, it was able to show a complex combination of

opportunities and obstacles. Where, the objectives of the study are in line with the key findings derived from observations and interviews, which highlight the need for engaging techniques, adequate assistance and efficient classroom management as it was expressed by Pestana (2023) Brown (2020) and the pre-service teachers:

“Apply active teaching methods to make lessons dynamic and avoid monotony”. (Participant 4, Active Teaching Methods in the interview).

“Prepare good classes, not just detailed and specific lessons with an obvious objective”. (Participant 8, Active Teaching Methods in the interview).

Initially, classroom management and the lack of experience with the population are always mentioned as a major difficulty, that according to Bibi and Aziz (2024) and Wolff et al. (2021) where maintaining discipline in varied classes with large groups proved to be a challenge for many pre-service instructors:

“Classroom management, authority, and inexperience are key challenges for young teachers, especially when dealing with students of similar age, making it hard to maintain control”. (Participant 1, external difficulties in first practicum experience in the interview).

“Young teachers often struggle to establish authority, especially when teaching students of similar age, leading to difficulties in maintaining control”. (Participant 5, Main problems for beginner teachers in the interview).

These quotes underline the importance of understanding the management concerns faced by trainees. Also, the importance of dynamic and interesting teaching strategies is a

recurring subject throughout the interviews. Particularly with younger students, attention-grabbing techniques such as introducing games, relevant topics and encouraging active participation work well. The results also illuminated how teaching methods are affected by external elements such as institutional support and administrative responsibilities, as well as internal aspects such as preparation and lack of confidence.

Understanding these factors is therefore crucial to improving the overall training of future educators, which is closely related to identifying obstacles to efficient instruction. Where participants' opinions are translated into useful suggestions for future teachers, with which future teaching methods can be improved, ideas about preparing materials, developing resilience and authority in the classroom are essential.

In addition, participants highlighted the importance of having a variety of teaching resources to improve teaching and prepare for unforeseen events. Creating engaging lesson plans with supporting activities can help reduce disruptions and keep students engaged, where numerous people mentioned that facing obstacles is a necessary element of becoming a teacher. Resilience and the ability to learn from mistakes were determined to be critical traits. Over time, cultivating reflective habits can help develop self-confidence and flexibility, and it is recommended that active teaching approaches be used to engage younger children, making learning more approachable using gestures, real-life topics, and participatory activities.

However, it is recognized that the combination of Total Physical Response (TPR) with Communicative Language Teaching (CLT) can, according to the data collected, offer future teachers' strategies that are attractive to a variety of student demographics. Where activities that stimulate interaction, spark curiosity and encourage critical thinking, such as debates, role-plays and projects, can help maintain student interest. Likewise, creating lessons based on topics that interest students, such as pop culture or current events, increases motivation and relevance.

Similarly, being able to establish an enabling environment encourages self-expression among children, which increases their self-esteem and motivates them to take risks with the use of language. The exhaustive use and incorporation of innovative resources, such as interactive tools or multimedia presentations, improves the visual appeal and the level of participation in the classroom. Where implementing a reward system that can be considered traditional but effective, for achievements and participation can help motivate students to participate more actively.

Finally, it is concluded that each of the strategies and themes taken up highlighted each of the objectives that lead the way of the monograph, it is thus understood that each in there are proposed solutions for each of the problems that were developed and found based on the research conducted. Likewise, it is highlighted that each situation intended to recognize the use of the authors that helped to justify the fact of the problems as the strategies that allow the development of the discussion previously raised. The strategies will thus be socialized in the following concluding section.

Chapter 10: Conclusions

In this section, in addition to concluding the research, findings related to the research objectives will be presented in the form of advice, tips, and strategies for first-semester pre-service teachers.

10.1 Establishment of tips and advice for the first semester students

The process of teaching English as a foreign language presents unique challenges for pre-service teachers, who must face the task of applying theory in a real context. It is then that in order to help the first semester's undergraduate students, researchers, making use of the findings presented in this monograph, and with the help of the 10 pre-service teachers interviewed, propose the following strategies: tips and advice, which will be socialized to students in the first semesters of the Bachelor's Degree at UNIMINUTO after the finalization of this research project.

10.1.1 General tips to ease the teaching practicum process

The following table presents valuable tips created thanks to the experiences of the 10th semester teacher population who volunteered for this Case Study and who after completing all the subjects of the degree course are on the verge of graduating as competent and distinguished professors.

Table 16

Tips proposed in relation to the interviews with pre-service teachers

Category	Tip from the pre-service teacher
Material Preparation	“My advice is to have a bank of materials you've created. Often, we create useful materials during our studies, but they get lost. Keeping them can be valuable for future internships. Also, always have backup activities ready, like short games or exercises, to fill time when needed.” (Tips for first semesters students, Participant 1)

Resilience in Internships	“Don't get discouraged when facing difficult situations during your internships. It's normal to have negative experiences or thoughts like, "this isn't for me." However, it's a process; over time, you will grow to love the career and profession as you become more accustomed to it.” (Tips for first semesters students, Participant 2)
Dynamic Teaching for Children and Young Adults	“My recommendation for working with children is to be very dynamic. Kids lose attention quickly, so you need to engage them, for example, by acting out stories with gestures. For young adults, use topics that interest them, like sports, to maintain their attention. For adults, keep them active and involved in the lesson.” (Tips for first semesters students, Participant 3)
Active Teaching Methods	“My advice for first-semester students is to keep researching beyond what you learn in class. Apply active teaching methods to make lessons dynamic and avoid monotony. Also, develop classroom management strategies and set clear rules. Reinforce these daily and positively reward students when they follow them.” (Tips for first semesters students, Participant 4)
Teacher Authority	“One key piece of advice is to remember that the teacher is not a friend. Teachers need to maintain authority and not be seen as equals by students. Classroom management is crucial, as is learning to modulate your voice to be more effective and authoritative.” (Tips for first semesters students, Participant 5)
Willingness and Tolerance	“Leading a group and supporting active participation without rejection highlights the importance of tolerance. Effective strategies are crucial to engage students” (Tips for first semesters students, Participant 6)
Patience and Flexibility	“Be patient and flexible with children, using dynamic activities to keep their interest. Young adults value practical relevance and real-world application of language.” (Tips for first semesters students, Participant 7)
Extroversion and Attention	“Be extroverted to capture children's attention. For young people, observe their interests and adapt activities to maintain engagement and

	encourage learning.” (Tips for first semesters students, Participant 8)
Confidence	“Confidence in your knowledge and creativity is vital. Apply grammatical concepts dynamically based on students’ age and needs. Develop yourself to inspire students’ confidence” (Tips for first semesters students, Participant 9)
Voice Modulation	“Work on voice modulation to convey confidence and trustworthiness, showing students that you know the subject well” (Tips for first semesters students, Participant 10)

Source: Own elaboration based on the interview implemented to pre-service teachers in the bachelor’s degree in foreign languages program at UNIMINUTO

Each category represents key aspects of language teaching that will be essential for first-semester students, who are beginning their journey in teaching English as a Foreign Language (EFL). Each response then illustrates suggestions for improving the effectiveness of future educators, emphasizing the importance of preparation, resilience, dynamic teaching methods and personal development.

10.1.2 Advice to help you when you are lost

In this section, the researchers present the advice gathered from interviews with pre-service teachers, aiming to complement what was established in the previous section and facilitate the teaching practice of first-year students.

Table 17

Tips proposed in relation to the interviews with pre-service teachers

Category	Advice from the pre-service teacher
Questioning and Peer Support	“Use opportunities to ask questions during internships or classes. If you're already in a practical setting, consult your teachers or classmates about handling specific situations. Support each other, as peers may have valuable insights or past experiences. Also,

Active Participation in Practice Classes	instead of just focusing on theory, look at how it can be applied practically by observing past classes you liked and identifying what made them engage.” (Suggestions for first semesters students, participant 1)
Learning from Mistakes	“Make the most of practice-related classes by talking to professors and suggesting they include strategies, activities, or discussions about common challenges like classroom management and student discipline. This preparation will help you be better equipped for your internships.” (Suggestions for first semesters students, participant 2)
Motivation and Classroom Management	“I believe mistakes shouldn't be avoided, as they are part of the learning process. If everything is done perfectly, you don't gain the experience needed for unforeseen challenges. It's essential to prepare well, be patient, and build confidence. Creating a supportive environment encourages students to participate without fear, helping both the teacher and students grow.” (Suggestions for first semesters students, participant 3)
Classroom Authority and Management addressing the problems in the second they happen	“Common mistakes include feeling discouraged by certain behaviors. It's important to remember they are young students, and we need to stay motivated. Short, focused activities work best, as they need reinforcement before moving on to new topics” (Suggestions for first semesters students, participant 4)
Empathy	“A piece of advice from my aunt, an experienced teacher, was to remember who is in charge when standing in front of the class. Don't be discouraged by bad days; everyone, including teachers and students, has different moods and challenges. Classroom management is crucial—address disruptions immediately to set clear boundaries. It's also important to have an authoritative voice—not shouting but speaking firmly to establish authority and maintain control.” (Suggestions for first semesters students, participant 5)

	view and behavior” (Suggestions for first semesters students, participant 6)
Communication & clear agreements	“Establish clear communication and make agreements. This improves interactions and makes classes more comfortable and efficient” (Suggestions for first semesters students, participant 7)
Preparation of good classes	“Prepare good classes, not just detailed and specific lessons with an obvious objective” (Suggestions for first semesters students, participant 8)
Focus on being persistent and patient	“Focus on being persistent and patient. Avoid being too insistent with the teacher or practice tutor. They often pose hypothetical cases to help you handle real situations effectively” (Suggestions for first semesters students, participant 9)
Practice before the class	“First-semester students should practice their classes beforehand. Imagining the class and possible questions helps in delivering a better lesson” (Suggestions for first semesters students, participant 10)

Source: Own elaboration based on the interview implemented to pre-service teachers in the bachelor’s degree in foreign languages program at UNIMINUTO

The table above presents a series of useful tips, where relevant aspects that will be of help in the most difficult moments of teaching practice are addressed, such as the importance of asking questions and seeking peer support, taking advantage of practical classes to discuss strategies, and learning from mistakes as opportunities for improvement.

Furthermore, given that group management in this research was a recurrent problem in young adults and with more emphasis on children, it is imperative to maintain motivation and effective classroom management, establishing authority, practicing empathy, and improving communication with students. Finally, it is suggested to prepare lessons well, be persistent and patient, and practice before each class.

10.1.3 Tips or activities to deal effectively with young adults

According to the observations made by the researchers and complemented with the interviews with the pre-service teachers, the following table is obtained, which is related to the specific population of young adults.

Table 18

Tips or activities to deal effectively with young adults.

Category	Idea of activity or tip
Dynamic activities	Debates, role-play and project-based activities. Games that include movements.
Identify the interest	Use the students' interest to create the classes. Implement face-to-face games using creative materials or technology if it is possible.
Create games	Include games and actions to remember the vocabulary. Create active pauses and interaction.
Avoid extensive teacher lectures	The interaction is the basis of an English class. Implement activities to use the English in context.
Real-life activities	Allow students to apply linguistic knowledge in real life. Create movement association activities or use real objects.
	Expose the students gradually to the language creating a comfortable classroom The teacher is the facilitator and motivator to guide them. Be patient and create a comfortable classroom.
Create confidence	Establish clear and firm boundaries.
Create engaging materials	Orient class with real topics and creative materials. Catch again their attention with active pauses and fun classes with good organization.
Create commands	Call the attention of the students with commands
Improve teacher training	Improve the creation of activities

Using reward system	Motivate the students with a series of positive points during classes
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Source: Own elaboration based on the interview implemented to pre-service teachers in the bachelor's degree in foreign languages program at UNIMINUTO and the observations made by the researchers

The table above highlights different tips and activities that can be implemented with young adults based on the findings of the interviews and observations and taking into account that it was the main population during Intensive Practicum II. Among the strategies, it can be highlighted the student-centered dynamics where the teacher is presented as a mediator implementing and promoting active participation through debates, role-playing and games with movements, encouraging continuous interaction and building trust through a favorable environment for language learning and collective construction of knowledge, without neglecting discipline, authority and innovation.

10.1.3 Tips or activities to deal effectively with children

According to the observations conducted by the researchers and complemented with the interviews to the pre-service teachers, the following table is obtained, which is related to the specific population of young learners or children.

Table 19

Tips or activities to deal effectively with children

Category	Idea of activity or tip
Group management strategies	Look for group management strategies.
	Organize the classroom into rows.
	Improve the classroom management with songs and attention callers.
Monitor the children	Stop bad behavior when it happens.
	Look for activities that do not clutter the classroom.
Improve voice modulation	Look for voice modulation strategies and prepare your voice.

Identify the interest	Use the students' interest to create the classes.
Improve the confidence	Improve confidence when dealing with children.
Avoid extensive teacher lectures	Children get bored when they are stiff for a long time and then get noisy and messy.
Avoid grammar excessive focus	Plan activities where students have to move around, they are not grammarians.
Channeling energy	Use physical commands to channel their energy productively. Use songs as a classroom management strategy.
Create engaging materials	Orient class with real topics and creative materials to teach vocabulary.
CLT is not very effective	Lack of level of the students in English or Spanish. Include interaction with simple oral questions.

Source: Own elaboration based on the interview implemented to pre-service teachers in the bachelor's degree in foreign languages program at UNIMINUTO and the observations made by the researchers

Finally, and in relation to the population handled in Intensive Practicum I, strategies are proposed to easily deal with young learners, within which two important points are highlighted, group management and authority in the classroom. For this reason, factors such as group management strategies are proposed, such as organizing the classroom in rows and using songs to capture attention and manage inappropriate behavior immediately. Similarly, pre-service teachers are advised to learn to modulate their voice, preparing in advance to give their class and without using excessive shouting.

Likewise, it is advisable to seek out the interests of the children to promote teaching by inspiring confidence and channeling energy in a positive way. Finally, it is imperative to keep an eye on the children and monitor them constantly to avoid disasters and accidents.

10.2 Oriented strategies to each population using CLT and TPR attending to the solution of problems

According to theory here expressed, the findings in this monograph and based on authors such as Dos Santos (2020); Richards and Rodgers (2014); Valenzuela (2015) and

Bermúdez (2022) who highlight the importance of innovative approaches such as Total Physical Response (TPR) and Communicative Language Teaching (CLT) to overcome challenges of contemporary teaching, the researches want to include the following resources based on data collected.

Then, the following strategies and activities are proposed focused on each population and in general, after having evaluated the affirmative and positive response of both methodologies thanks to the experiences in practice.

10.2.1 General strategies and activities summary

Strategies for L2 learning are essential, as mentioned by authors such as O'Malley and Chamot (1990), presented in the theoretical framework. Thus, taking into account the above theoretical basis and in relation to the experiences and feelings of the pre-service teachers, the following strategies and activities are proposed. Within these activities and strategies, considering O'Malley and Chamot (1990), they can be classified as follows.

In the table presented, methods such as Total Physical Response (TPR) and vocabulary learning through physical actions stand out, which correspond to O'Malley and Chamot (1990) statement in relation to cognitive strategies by facilitating retention and comprehension through movement. Similarly, classroom management techniques and the importance of establishing clear objectives are mentioned, which are aligned with metacognitive strategies following the ideas expressed by O'Malley and Chamot (1990).

Finally, the use of competitive games and songs with movements encourages interaction and motivation, thus reflecting social-affective strategies proposed by O'Malley and Chamot (1990), where the teacher invites the student to be the owner of his/her own learning and to feel comfortable learning a second language such as English.

Table 20

General strategies and activities summary using TPR and CLT to solve problems in the practicum.

Category	TPR (Total Physical Response)	Problem solved	CLT (Communicative Language Teaching)	Problem solved
Vocabulary through physical actions	Students receive instructions in English and respond physically, associating actions with words. For example: Simon says	Lack of vocabulary acquisition Classroom management	Role plays and conversations allow students to apply vocabulary in practical situations like buying tickets or making reservations. Students must apply vocabulary in context to retain. Create fun activities that involve communication such as debates, conversations and real-life representations.	Lack of motivation Lack of vocabulary acquisition Frustration
Games with competition	Use movement-based games, such as relay races, where students earn points while learning vocabulary, e.g., practicing the verb “to be” or nationalities.	Lack of motivation		Lack of cooperation and desire of speaking
Songs with movements	Use songs, like those of the days of the week, combined with movements to help memorize vocabulary through physical association. Using songs and movements helps manage the behavior of young	Classroom management Lack of experience Energy management	-	

Morning challenges	students, establishing routines. TPR can fail in the mornings if children aren't fully engaged or ready for physical activities.	-	CLT can struggle if students are not confident speaking, especially in the mornings.	-
Clear goal for movement	Ensure that TPR activities have a clear objective, such as having students move to collect objects and then respond to questions.	Classroom management	Make them comfortable using English creating a safe environment to participate.	Lack of confidence when speaking Frustration
Focus and language barriers	Young children don't understand instructions, either in English or Spanish.	-	Encourage the students to speak because the transition between English and Spanish can be a little hard.	Lack of speaking desire
Incorporating gestures	Explain using gestures to clarify.	Lack of English or Spanish proficiency	Include theater plays to make the students speak.	Lack of speaking desire Lack of motivation
Less effective with large groups	It is less effective in big groups or at advanced levels.	-	-	
Mental games for advanced learners	For more advanced students, TPR should be replaced by mental or logical games to practice problem-solving because they already know.	Frustration	Use real-life experiences, for example DIY activities and include the students' hobbies.	Lack of motivation

Engaging uninterested students	Incorporate fun activities that include movement.	Lack of motivation	Identify the main sources of interest of your students, using them to make the class attractive and very conversational.	Lack of motivation Grammar antipathy
Dispersed groups	Dynamic activities like going outside can cause large groups to become disconnected.	-	In big group conversations some students are not going to participate because of the different levels of proficiency.	-

Source: Own elaboration based on the interview implemented to pre-service teachers in the bachelor's degree in foreign languages program at UNIMINUTO and the observations made by the researchers

Finally, the table above compares the two tools discussed in this monograph, Total Physical Response (TPR) and Communicative Language Teaching (CLT), making a comparison about the solution of problems identified thanks to the findings and that can be oriented either to children or young adults depending on the specific characteristics of the population within the classroom. First, TPR as already mentioned in the theoretical framework in accordance with the ideas of Richards and Rodgers (2014) focuses on actions that are helpful in different instances of learning mostly in children or active adult learners. In the same way, this method oriented to the solution of common problems in the classroom can be useful in instances such as classroom behavior, energy channeling and the use of games and songs, also contributing to motivation and vocabulary acquisition through association with actions.

However, considering the real characteristics of a population that is learning English, it is less effective in large groups or with advanced students who require more complex and

mental activities that contribute to reduce frustration, as they have a more advanced level of the language.

In contrast, CLT, which has been mentioned alluding to Richards and Rodgers (2014), focuses on language with a communicative purpose, where the application of the knowledge learned is imperative in real situations, advising activities such as role plays or debates, which is ideal to encourage fluency and participation in authentic conversations, with students' personal interests being the focus of central attention.

Also, according to the findings of this research, CLT helps to improve confidence and motivates students to speak in practical contexts, as long as the teacher fosters an environment of collective construction and feedback, making learners lose their fear of speaking in English and avoiding frustration when making elementary mistakes.

In conclusion, considering the above, the positive effectiveness of both the approach and the method, together or separately, can be evaluated. However, the above can only be permeated or negatively influenced by the context, which are different for each teacher and educational institution, so, when applying these pieces of theory it is pertinent to previously evaluate the resources, type of population and specific classroom problems, in order to make an adaptation that responds to the needs of the teacher and students.

10.3 General conclusion

This monograph on the pedagogical experiences of pre-service teachers in face-to-face English classes allows us to conclude different aspects that determine in depth the purpose of the study. Initially, throughout the study, several difficulties that pre-service teachers face when trying to apply the theoretical knowledge acquired during their training in real classroom situations were discovered. In particular, Total Physical Response (TPR) and

Teaching Communicative Language (CLT), two widely recognized teaching techniques, were examined and how they both work to solve common problems in teaching practice.

Firstly, one of the most salient findings is that, although TPR and CLT offer valuable and complementary approaches, their effective implementation requires careful adaptation to the unique needs and characteristics of each group of learners. On the other hand, lack of previous classroom experience is perceived as a major barrier to implementing these methods with confidence for pre-service teachers. In addition, TPR has been shown to be particularly effective at early levels and with young learners because it allows for the association of language with physical movements, which facilitates vocabulary acquisition in a playful and less stressful way. On the other hand, CLT was shown to be useful in developing communicative skills and fostering oral interaction in a collaborative and dynamic learning environment. However, its effectiveness depends on the teacher's ability to create activities that motivate students and maintain their interest.

Subsequently, it is determined that the information gathered helped to show that one of the biggest problems facing pre-service teachers is classroom management, especially in terms of maintaining students' enthusiasm and motivation to want to learn. Also, while the theoretical preparation of the degree programme is important, it is found not to be real or sufficient when it comes to addressing real-world issues such as modifying the curriculum to suit different learning preferences and implementing effective tactics to actively engage students. In addition, many prospective teachers report insecurity and under-preparedness, highlighting the need to add more practical learning opportunities to initial teacher education.

On the other hand, the monograph also highlights the importance of continuous training and pedagogical support in the early stages of the career. In this regard, it is noted that the experiences shared by the participants determine that constant access to mentoring and correct feedback could improve the transition between theory and practice, enabling

future teachers to develop stronger and more reliable competences to face the challenges of the classroom and the real world of teaching. In other words, it is possible to improve the pedagogical competence of pre-service teachers by including strategies such as TPR and CLT in the training curriculum, if there is adequate guidance in practice.

Finally, face-to-face English language teaching can present a variety of challenges and opportunities that require adaptable and situation-specific pedagogical strategies, where the age of the learners, their motivation, their need to learn and well-applied and structured resources can enable the class to run smoothly. Furthermore, although TPR and CLT are useful methods, it is noted that their effectiveness may depend largely on the teacher's ability to adapt them to the unique circumstances of each group of learners and their preparedness to meet the challenges of the classroom. This study shows that there is a need to improve initial teacher education by focusing on a balanced combination of theory and practice, as well as by creating learning environments in which pre-service teachers can experiment, reflect and improve their practice. This will benefit not only their professional development, but also the quality of their teaching and the success of their students in learning English as a foreign language.

Chapter 11: Recommendations and limitations

11.1 Limitations

During this research, some limitations were identified that have influenced the results obtained.

Firstly, the low availability and cooperation of the selected population stands out, since despite having sent a massive invitation to most students in their tenth semester, the response rate was quite low. Thus, one of the main obstacles was the small sample size of the perception survey which corresponded to only 32 pre-service teachers and although valuable data was collected, the number of participants was relatively low, which could limit the generalizability of the findings to other contexts or populations. To address this limitation, it is pertinent to communicate with participants from the target population in advance or in a face-to-face way, where the completion of the instrument is verified or to ask for help from the different subjects' teachers in which most colleagues are located, to obtain a larger population.

Secondly, having chosen a research approach such as the Case Study, the results obtained represent a static picture, without a deep and true analysis of the effectiveness of each strategy and tip presented here, which would be easily solved by means of approaches such as Action Research.

Finally, although methodologies such as TPR and CLT were analyzed, the implementation of these varied significantly among the teachers observed. With this, it can be concluded that one of the limitations to highlight is the context where the results obtained by each methodology will be affected by the beliefs of the pre-service teachers, the availability of resources, time and the educational context in which they are applied.

11.2 Recommendations

After completing the present study and presenting the conclusions of the study, the researchers recommend the following points based on the findings.

11.2.1 Reducing the workload of mentor teachers

In relation to the strategies, tips and advice presented in this research, it is relevant to put them into practice using a different research approach that allows to evaluate each of them together with the effectiveness of the activities and their relationship with CLT and TPR, as these strategies were designed to enhance the practical experience of pre-service teachers, and their effective implementation could generate a positive impact on their training and professional development, greatly reducing the difficulties that first semester students may encounter during their undergraduate career.

11.2.2 Take action on the strategies outlined in this research project

In relation to the strategies, tips and advice presented in this research, it is relevant to put them into practice using a different research approach that allows the evaluation of each of them together with the effectiveness of the activities and their relationship with CLT and TPR, since these strategies were designed to improve the practical experience of pre-service teachers, and their effective application could generate a positive impact on their training and professional development, greatly reducing the difficulties that first semester students may encounter during their undergraduate career.

11.2.3 Assessing the impact of practical subjects on the mental health of pre-service teachers.

Taking into account some of the research findings where some pre-service teachers expressed that they felt panic and anxiety when doing their teaching practice for the first time or going to their practice placements, it is crucial to carry out a systematic assessment of the

impact that practice subjects have on the mental health of pre-service teachers, as the presence of difficulties in practice can be a strong cause of attrition as seen in previous chapters of this monograph. Also, panic and anxiety are and can progress to more severe problems that directly affect the population examined. Therefore, it is suggested that further research be conducted by implementing surveys, interviews and psychological assessment tools to identify possible stress factors and to design interventions that promote emotional well-being during the teacher education process.

11.2.4 Extend the sample size and compare with other universities.

Based on the main limitation, which was the availability of the population, it is proposed to expand the sample size in future research, which will allow us to obtain more representative and generalizable results on the experience of pre-service teachers. Similarly, due to the limited availability of projects on this topic, it is proposed to carry out a diverse comparative study including participants from different universities, both public and private, to identify patterns and similarities, as well as significant differences in the preparation and difficulties they face based on their experiences.

11.2.5 Improve the organization of practicum site assignments

Likewise, and taking into account the external factors affecting practice, it is proposed to boost a better organization in the allocation and evaluation of practice sites, which is essential to ensure that pre-service teachers have effective and satisfactory teaching experiences, avoiding setbacks and discomfort and ensuring their safety through both the tutor and the reception teacher in the educational institution with an agreement, since with respect to the findings of this project, the appropriateness of the allocation and guide could be a key factor in reducing anxiety and panic associated with the first teaching experience.

11.2.6 Encourage greater immersion in real teaching contexts

According to the findings related to the theoretical-practical subjects, it is important to form an immersion of pre-service teachers in real teaching contexts from the first subject of didactics of the career, where it would be helpful to relate and centralize the small lessons or methods to the difficulties and how to solve them with respect to theoretical bases. It would also be helpful if experienced teachers could report on successful and unsuccessful experiences in order to provide feedback and encourage the collective construction of learning.

11.2.7 Mentoring programmes for trainees

Finally, using this research as a basis and taking into account that UNIMINUTO in its student welfare area offers academic mentoring to students with academic difficulties, it is proposed to implement mentoring programmes for pre-service teachers, where mentors, who can be experienced teachers or students in their final semesters, offer guidance and assistance, helping students in their first or middle semesters to overcome the challenges of teaching practice. Through mentoring, pre-service teachers can receive constructive feedback, share experiences and develop skills that enable them to deal more effectively with difficult classroom situations.

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Annexes

Annex 1: Mindmap – Literature Review

Annex 2: Semi-structured interview format

Semi-structured interview questions

Introduction

The purpose of the following interview is to gather information for this monograph on the topic of difficulties in practicum Intensive I and II, and how these can be resolved by using the Communicative Language Teaching (CLT) approach and Total Physical Response Method (TPR). The purpose is to evaluate their effectiveness in the classroom to solve the problems that can be encountered by pre-service teachers who still do not have a lot of practical experience.

Characterization questions

- What is your name and age?
- What is your gender?
- What is your social stratum?
- What is your current occupation?
- What is your semester?

Questions about the knowledge in relation to theory

- 1- What do you remember about Communicative Language Teaching approach?
2. What do you remember about Total Physical Response method?
3. Why do you think that undergraduate language students at UNIMINUTO have problems applying theory into practice in real-life contexts?
4. How has the theory you saw early in your career helped you in your development as a teacher?

Questions about problems in practicum

5. What internal difficulties did you face when you started your first practicum experience?
6. What do you consider to be the main problems in the classroom for beginner teachers?

7. What external difficulties did you face when you started your first practicum experience?
Example: (poor organization, weak assignment of duties, poor support from the practicum tutor, etc.)

8. What were your main problems with children and young adults in practice?

9. What were your main difficulties when you started teaching?

Questions about TPR and CLT

10. In what ways do you incorporate Total Physical Response and Communicative Language Teaching principles?

11. In your experience, what have been the most common problems when using TPR and CLT in your English classes? For which specific problems have you used the above-mentioned approach and method to resolve them? Do you consider these teaching tools to be effective in solving problems in practicum? In what way?

12. Regarding Communicative Language and Total Physical Response Teaching principles - How did the students respond to this approach?

Questions about tips for early semester students

13. What tips or pieces of advice would you give to first semester students to help them with children and young adults?}

14. What suggestions would you have for first semester students to avoid making common mistakes in practice?

Annex 3: Perception survey Pedagogical experiences of beginner teachers: Facing the face-to-face English teaching.

Annex 4: Observation format 1: Identification of problems

Introduction: The following format was applied by the researchers to different populations in the English as a foreign language (EFL) classroom to identify possible issues at the time of teaching, to later describe and reconfirm them with the interviews conducted to the pre-service teachers.

Aspects to Observe	Description of Observation	Observation
Observation Context	Date Observer School/Institution Level	

Objective	To identify the issues that might arise when pre-service teachers start teaching.
Issues Identified	Specific challenges encountered by pre-service teachers.
Root Causes	Reasons behind the identified issues (e.g., lack of training, technology barriers).
Impact on Teaching Practice	How the issues affect teaching effectiveness and student engagement Observations on learning outcomes affected by identified issues.
Recommendations for Improvement	Strategies suggested to address each identified issue (e.g., additional training, technology support).
Follow-Up Actions	Proposed steps for ongoing support and development of pre-service teachers.
CLT and TPR application	How can the approach and method be applied in order to solve the issues?

Annex 5: Observation format 1: Identification of problems - First observation young adults

Introduction: The following format was applied by the researchers to different populations in the English as a foreign language (EFL) classroom to identify possible issues at the time of teaching, to later describe and reconfirm them with the interviews conducted to the pre-service teachers.

Aspects to Observe	Description of Observation	Observation
Observation Context	Date	24-09-2024
	Observer	Camila Andrea Parra
	School/Institution	Instituto y Colegio Británico
	Level	– Soacha Cundinamarca A1 Basic

Objective	To identify the issues that might arise when pre-service teachers start teaching.	
Issues Identified	Specific challenges encountered by pre-service teachers.	<ul style="list-style-type: none"> -Students do not want to speak English during the entire class. -Students speak if the class corresponds to their interests. -Students are apathetic to grammar instruction and most of the time reject traditional teaching methods.
Root Causes	Reasons behind the identified issues (e.g., lack of training, technology barriers).	<ul style="list-style-type: none"> -Lack of conscience when speaking, possibly for fear of making mistakes and public ridicule. -Students, being young adults, focus on their interests and enjoy talking about things they like or have in common with their peers. - Students lose motivation when topics are unfamiliar or complex.

Impact on Teaching Practice

How the issues affect teaching effectiveness and student engagement

Observations on learning outcomes affected by identified issues.

-When students lose the desire to participate, they become uncomfortable, lost or disconnected from the classroom.

- Teaching becomes a one-way activity, with the teacher transmitting information without sufficient feedback from the students.

- Students may feel frustrated when they are unable to apply what they learn in everyday situations. This may decrease their motivation to learn the language if they perceive that what they learn is not useful.

STUDENT SENTENCE: If the teacher is only going to teach me grammar, I'd better stick with Duolingo.

Recommendations for Improvement

Strategies suggested to address each identified issue (e.g., additional training, technology support).

Interactive and Problem-Based Activities Implement more dynamic activities, such as debates, role-playing and project-based learning.

-Teacher training to design effective communicative tasks that encourage participation.

- Include tasks that simulate real-life situations.

-Design activities that integrate the four language skills (reading, writing, listening, and speaking) into each task.

Follow-Up Actions	Proposed steps for ongoing support and development of pre-service teachers.	<p>-Use topics that are interesting to students, such as discussions about culture, technology, series, movies, Anime, current events.</p> <ol style="list-style-type: none"> 1. Inquire about students' interests. 2. Creating diverse material and face-to-face games where the use of this methodology is implied due to the lack of sufficient technological resources of the institution. 3. Create an environment of confidence by exposing students to the English language at all times. 4. Have students speak for the majority of the class and avoid having the teacher do extensive lectures explaining only grammar. 5. Play interactive games of different types such as: simulations, role-plays, charades, debates, etc.
CLT or TPR application	How can the approach and method be applied in order to solve the issues?	<p>CLT</p> <p>Create activities that allow students to apply linguistic knowledge in real life and allow them to feel able to react to situations with native speakers.</p> <p>Motivate students to create an enjoyable learning experience. A balanced development of all skills is sought, avoiding an excessive focus on grammar.</p>

The teacher acts as a guide and facilitator of learning, creating a collaborative and supportive environment.

Create engaging materials for students, use socially relevant topics and conversations oriented to the real context.

Annex 6: Observation format 2: Identification of problems - Second observation young adults

Introduction: The following format was applied by the researchers to different populations in the English as a foreign language (EFL) classroom to identify possible issues at the time of teaching, to later describe and reconfirm them with the interviews conducted to the pre-service teachers.

Aspects to Observe	Description of Observation	Observation
Observation Context	Date Observer School/Institution Level	25-09-2024 Camila Andrea Parra Instituto y Colegio Británico – Soacha Cundinamarca A1 Basic
Objective	To identify the issues that might arise when pre-service teachers start teaching.	
Issues Identified	Specific challenges encountered by pre-service teachers.	-Students begin to talk about their interests with each other and sometimes get bored in class when they sit for too long. -Although sometimes they pay attention, sometimes they start talking to each other and stop paying enough attention to the lesson. -Some can be very noisy and disorderly. - Some students at this age can be rebellious and like to

Root Causes

Reasons behind the identified issues (e.g., lack of training, technology barriers).

get their own way. Sometimes they do not cooperate in lessons and their body language indicates rebelliousness.

- Students easily forget vocabulary.

- Students prefer interesting activities that incorporate laughter and physical movement as they are very energetic.

- In the classroom some students are the focus of distraction of their classmates, as they are quite talkative and like to be contrary. Many of them are friends, so they like to have fun and laugh while the teacher explains.

- Students prefer not to review at home because they have other interests, likewise, they quickly forget words due to their lack of interest or lack of meaningful practice. Instruction time is often not sufficient to cover all aspects of the language.

Impact on Teaching Practice

How the issues affect teaching effectiveness and student engagement

Observations on learning outcomes affected by identified issues.

Talking among themselves may be a sign that they are not sufficiently involved in the classroom activity.

Whispering and mumbling can be distracting to classmates. Inattention affects students' progress and can disrupt the flow of the class, slowing learning.

Recommendations for Improvement

Strategies suggested to address each identified issue (e.g., additional training, technology support).

Unruly students can create a bad atmosphere in the classroom and affect group dynamics.

Vocabulary loss affects fluency and overall progress in the language, and they get frustrated.

Incorporating more dynamic activities, movement and small group work can keep them more engaged. Use games where they have to move around.

Make active pauses and include sounds when they need to pay attention.

Using reward systems can motivate students to follow the rules.

Listen to their interests and channel them into something constructive, do playful but constructive activities.

Inclusion of games or actions of assimilation so that they remember the vocabulary.

Follow-Up Actions

Proposed steps for ongoing support and development of pre-service teachers.

Identify interests and personalities of the class.

Create play activities that integrate tangible materials. Include fun activities where they can laugh and play in a controlled manner. Relate physical movement to the vocabulary to be learned. Use voice and movement patterns to attract students' attention.

		Take active breaks and generate routines in the classroom.
		BE PATIENT
CLT and TPR application	How can the approach and method be applied in order to solve the issues?	TPR Plan activities where students have to move around. Introduce quick and dynamic commands to capture their attention. Use physical commands to channel their energy productively and physical games where they must run or jump to expend their energy. To help retain vocabulary through association with physical movements and real life things. Create good activities and good materials

Annex 7: [Informed consents Instituto y Colegio Británico Soacha.](#)

Annex 8: [Informed consents interviewed participants pre-service teachers.](#)

Annex 9: [Interviews recording – pre-service teachers semi-structured procedure.](#)

Annex 10: [Codebook perception survey.](#)

Annex 11: [Codebook Observation formats.](#)

Annex 12: [Excel summary interviews per question.](#)

Annex 13: [Codebook interviews pre-service teachers.](#)

Annex 14: Observation format 3: Identification of problems – First observation children

Introduction: The following format was applied by the researchers to different populations in the English as a foreign language (EFL) classroom to identify possible issues at the time of teaching, to later describe and reconfirm them with the interviews conducted to the pre-service teachers.

Aspects to Observe	Description of Observation	Observation
Observation Context	Date Observer School/Institution Level	22-04-2022 Laura Daniela Ruiz Euce Public school located in Engativá - Quirigua neighborhood
Objective	To identify the issues that might arise when pre-service teachers start teaching.	Pre-basic
Issues Identified	Specific challenges encountered by pre-service teachers.	<ul style="list-style-type: none"> -The students can't keep their attention for more than a certain amount of time. -Some get up to make a mess in the room or are disobedient. Group management is difficult and even more so in large classes. -The teacher's voice is not enough to fill the classroom. -Lack of experience with children. -Lack of character when calling attention to children
Root Causes	Reasons behind the identified issues (e.g., lack of training, technology barriers).	<ul style="list-style-type: none"> - The children focus on their interests and are quite active. Children want to play all the time and waste energy. -Children do not see the teacher as an authority because he/she is too young.

		<p>-Poor voice management on the part of the teacher, lack of voice modulation.</p> <p>-Lack of experience in handling children.</p> <p>-Lack of confidence in dealing with the population.</p>
Impact on Teaching Practice	<p>How the issues affect teaching effectiveness and student engagement</p> <p>Observations on learning outcomes affected by identified issues.</p>	<p>-When children lose attention in class, they tend to make too much mess in the classroom. The classroom environment becomes chaotic.</p> <p>-Lack of group management and chaotic behaviors of the children impede the good implementation of the lesson plan.</p>
Recommendations for Improvement	<p>Strategies suggested to address each identified issue (e.g., additional training, technology support).</p>	<p>-Look for group management strategies such as songs and routines.</p> <p>-Look for activities that do not clutter the classroom.</p> <p>-Identify and monitor children for cluttering factors.</p> <p>-Organize children in rows in the classroom.</p> <p>-Search for voice modulation strategies.</p>
Follow-Up Actions	<p>Proposed steps for ongoing support and development of pre-service teachers.</p>	<p>Examine students' interests. Improve group management.</p> <p>Improve confidence in the classroom.</p> <p>Improve activities and avoid lectures.</p>

CLT and TPR application	How can the approach and method be applied in order to solve the issues?	<p>Plan activities where students have to move around.</p> <p>Introduce quick and dynamic commands to capture their attention. Use physical commands to channel their energy productively and physical games where they must run or jump to expend their energy.</p> <p>Ensure that physical activities are dynamic enough to capture their interest. To help retain vocabulary through association with physical movements.</p> <p>Use songs to improve group management and get children to be quiet.</p>
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Annex 15: Observation format 3: Identification of problems – Second observation children

Introduction: The following format was applied by the researchers to different populations in the English as a foreign language (EFL) classroom to identify possible issues at the time of teaching, to later describe and reconfirm them with the interviews conducted to the pre-service teachers.

Aspects to Observe	Description of Observation	Observation
Observation Context	Date	27-04-2022
	Observer	Laura Daniela Ruiz Euce
	School/Institution	
	Level	Public school located in Engativá - Quirigua neighbourhood
Objective	To identify the issues that might arise when pre-service teachers start teaching.	Pre-basic

Issues Identified	Specific challenges encountered by pre-service teachers.	<ul style="list-style-type: none"> -Students do not have any knowledge of English. -Some students do not know how to read and write in Spanish. -Classroom management persists. -Lack of attention persists
Root Causes	Reasons behind the identified issues (e.g., lack of training, technology barriers).	<ul style="list-style-type: none"> -They are at a very basic level, and some do not even know how to speak Spanish correctly. -They focus on their interest and little world -Bad voice modulation, the teacher speaks too soft. -Lack of confidence when speaking to them, so they see the teacher as weak
Impact on Teaching Practice	<p>How the issues affect teaching effectiveness and student engagement</p> <p>Observations on learning outcomes affected by identified issues.</p>	<ul style="list-style-type: none"> -If students do not know Spanish, learning English becomes more complicated. -Some activities worsen group management.
Recommendations for Improvement	Strategies suggested to address each identified issue (e.g., additional training, technology support).	<ul style="list-style-type: none"> -Look for group management strategies such as songs and routines. -Look for activities that do not clutter the classroom. Identify and monitor children for cluttering factors. -Organize children in rows in the classroom. -Search for voice modulation strategies.

Follow-Up Actions

Proposed steps for ongoing support and development of pre-service teachers.

Examine students' interests.
Improve group management.

Improve confidence in the classroom.

Improve activities.

Improve confidence

CLT and TPR application

How can the approach and method be applied in order to solve the issues?

CLT

Activities of this type are probably not appropriate for the population and level.

Teach simple oral questions and answers and encourage interaction between them.

Orient class with real topics and creative materials to teach vocabulary, children love colorful flashcards

Use commands and songs to include the movement and improve the classroom management
